

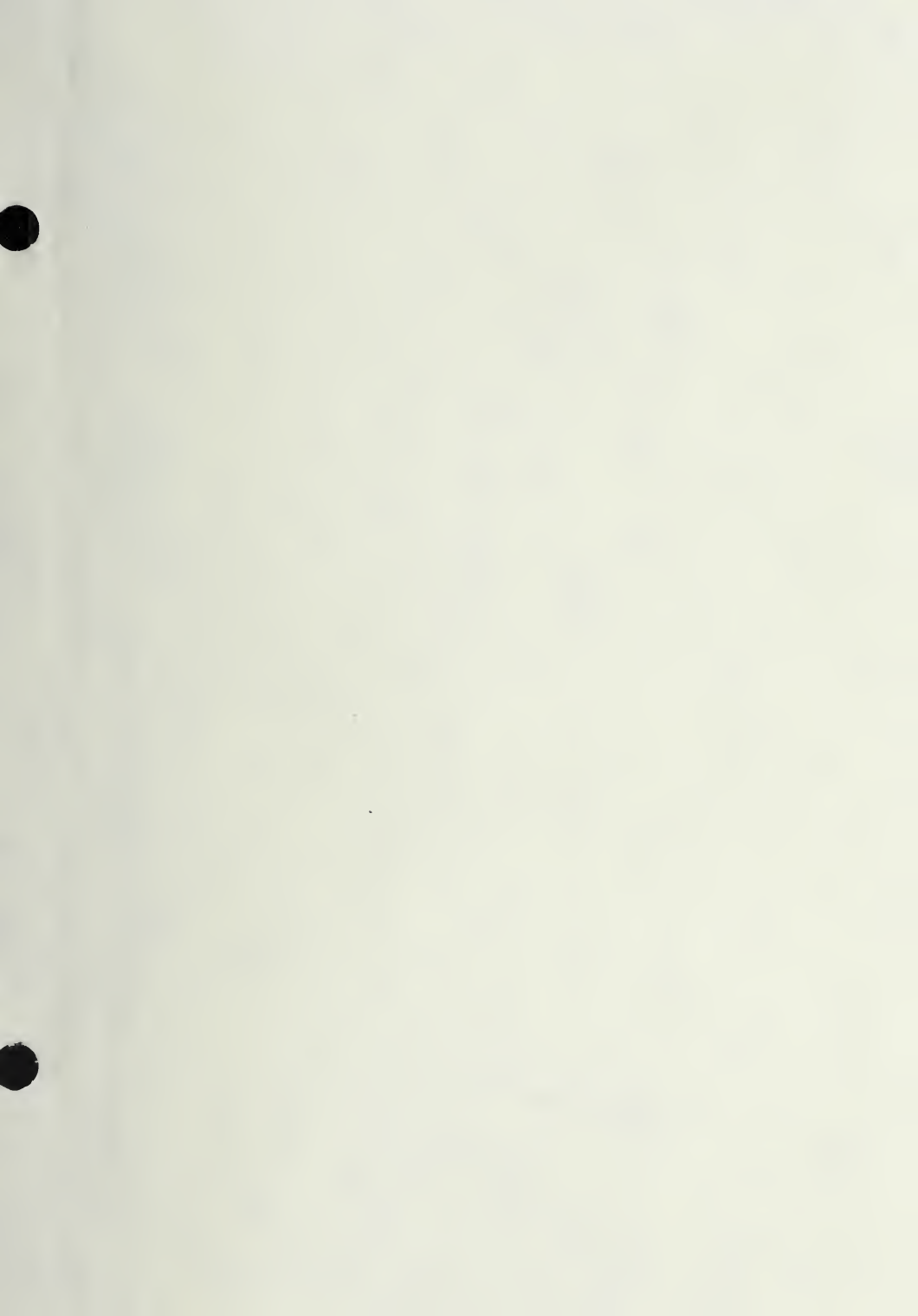
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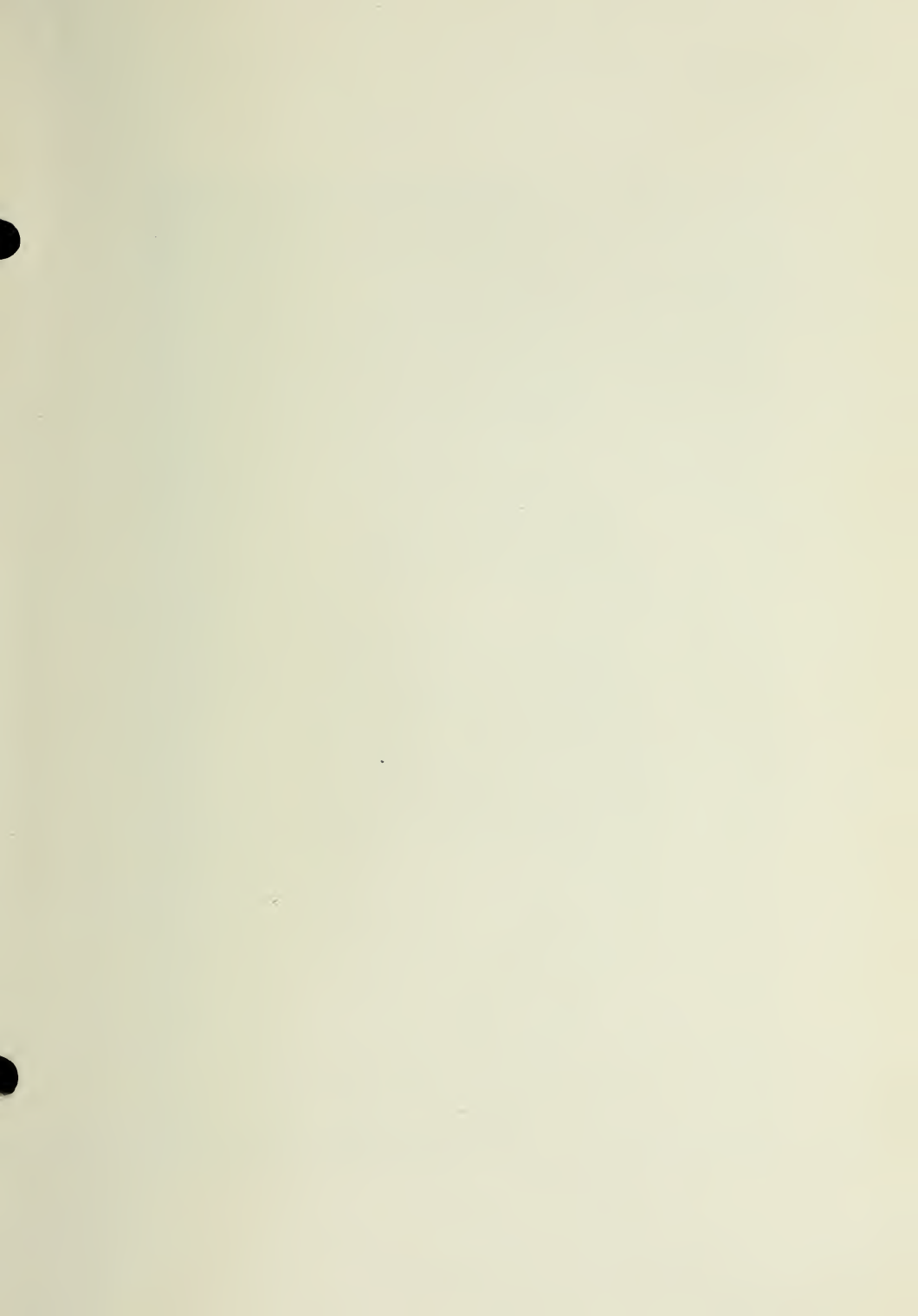
PUBLIC SCHOOLS

GALESBURG, ILLINOIS

1903-1907



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HIGH SCHOOL.

REPORT

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BOARD OF EDUCATION

OF THE

CITY OF GALESBURG

FOR THE

SCHOOL YEARS 1903-1907

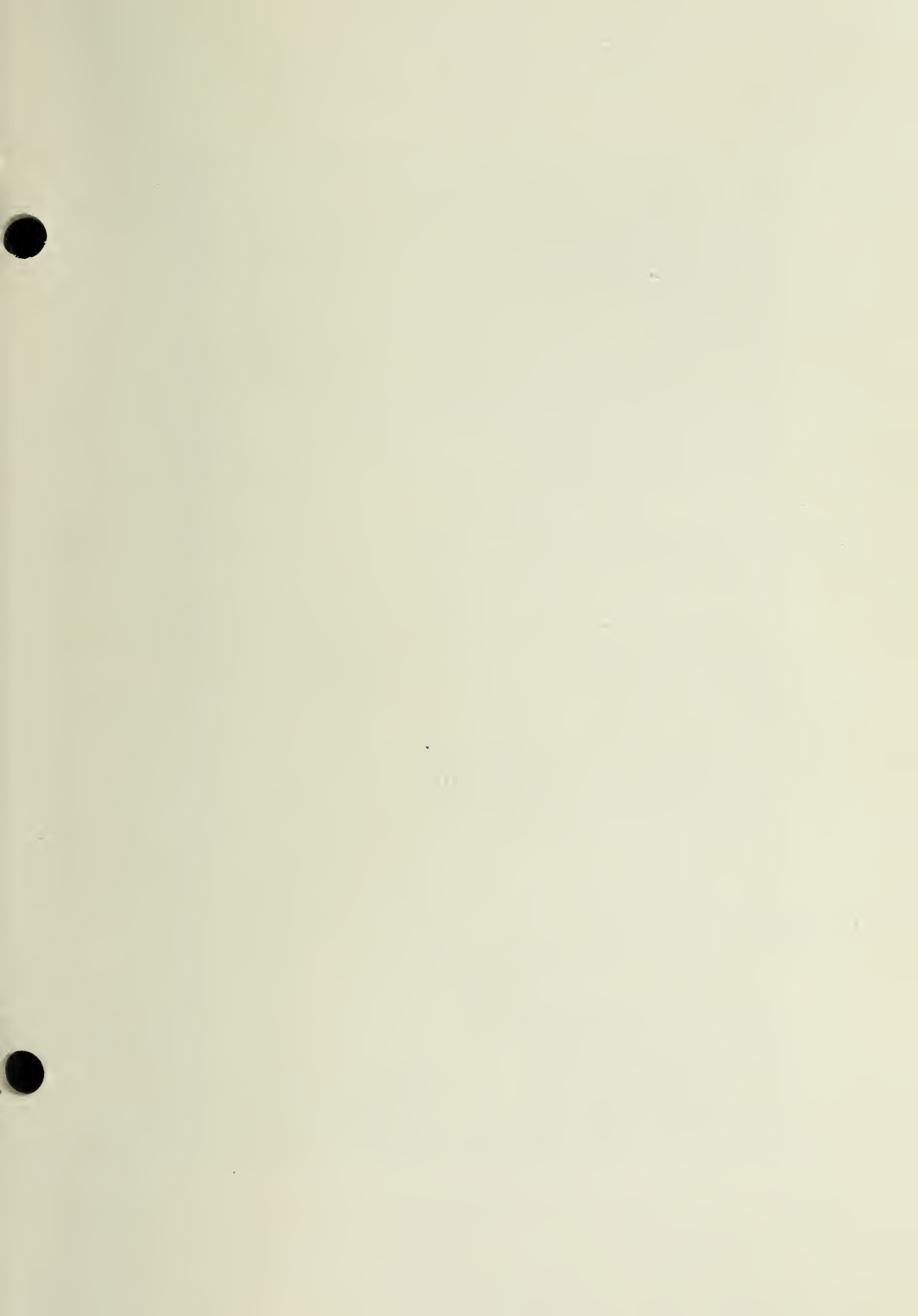


GALESBURG, ILLINOIS
THE MAIL PRINTING COMPANY
1907

SCHOOL CENSUS

OCTOBER, 1907

	Total Pop.	Under 21 Years			Under 6 Years			Between 6 & 14 Years			Private Schools		
		Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
1st Ward													
West Precinct.....	1308	179	272	451	43	38	81	68	67	135	11	20	31
East Precinct.....	1202	153	157	310	23	30	53	52	65	117	11	1	12
2nd Ward													
West Precinct.....	1373	172	141	313	39	33	72	55	47	102	....	....	....
East Precinct.....	1397	179	200	379	68	61	129	60	77	137	....	....	....
3rd Ward													
West Precinct.....	2114	329	395	724	82	71	153	121	151	272	....	3	3
East Precinct.....	1600	315	345	660	68	93	161	93	99	192	....	....	....
4th Ward													
North Precinct.....	1668	289	272	561	105	80	185	113	126	239	1	....	1
South Precinct.....	2048	369	350	719	102	112	214	132	138	270	....	....	....
5th Ward													
North Precinct.....	1541	278	292	570	71	75	146	106	103	209	6	2	8
South Precinct.....	1795	382	295	677	111	94	205	235	215	450	44	55	99
6th Ward													
South Precinct.....	1884	287	332	619	90	74	164	106	120	226	6	4	1
North Precinct.....	1344	267	284	551	82	82	164	107	111	218	1	....	....
7th Ward													
North Precinct.....	1864	342	354	696	105	101	206	130	107	237	....	....	....
South Precinct.....	1544	370	329	699	119	116	235	142	134	276	10	7	17
Total.....	22682	3911	4018	7929	1108	1060	2168	1520	1560	3080	90	92	82





BOARD OF EDUCATION.

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W. R. 22 Jan. 18

OFFICERS

OF THE

BOARD of EDUCATION

1907

OFFICERS

GEORGE SHUMWAY, Mayor	-	-	-	Ex-officio President
373 South West Street.				
BEN J. HUFF, JR., Clerk	-	-	-	Ex-officio Clerk
376 North Broad Street.				
C. H. WESTERBERG, Treasurer	-	-	-	Ex-officio Treasurer
259 North Kellogg Street.				
W. L. STEELE	-	-	-	Superintendent of Schools
462 North Cherry Street.				

DIRECTORS

				TERM EXPIRES
First Ward—(Mrs.) HETTIE L. THOMPSON	-	-	-	1909
239 South Cherry Street.				
Second Ward—CHAS. E. JOHNSON	-	-	-	1909
343 East Waters Street.				
Third Ward—L. F. WERTMAN	-	-	-	1908
524 North Broad Street.				
Fourth Ward—R. O. AHLENIUS	-	-	-	1910
96 Blaine Ave.				
Fifth Ward—(Mrs.) MARTHA H. READ	-	-	-	1910
713 West South Street.				
Sixth Ward—L. T. STONE	-	-	-	1908
277 North Academy Street.				
Seventh Ward—J. J. BERRY	-	-	-	1908
711 Locust Street.				

STANDING COMMITTEES

Teachers—THOMPSON, STONE, JOHNSON.
Auditing—WERTMAN, AHLENIUS, THOMPSON.
School Buildings and Grounds—JOHNSON, STONE, BERRY.
Text Books, Rules and Regulations, Furniture and Supplies—READ, AHLENIUS, BERRY.

28 Mar 17. Direct 9. 1903/04 Cont.

FINANCIAL REPORT

Report of the financial transactions of the Board of Education for four school years commencing July 1, 1903, and ending June 30, 1907:

GALESBURG, Sept. 28, 1907.

Galesburg Board of Education, Galesburg, Ill.

GENTLEMEN:—The following figures, representing the receipts from general and delinquent taxes, should not be confused with the tax levy for the respective years named, because the final settlement with the County Treasurer for delinquent taxes collected by him is seldom made before the end of the school year for which the levy is made, and all money received after June 30th is entered into next year's accounts, but the collections and amounts of levy of taxes for the whole period of four years exactly agree. The amount of taxes levied by the Board of Education for the four years herein named is \$89,180.00 for 1903-04, \$77,000.00 for 1904-05, \$93,240.00 for 1905-06, \$95,800.00 for 1906-07. Respectfully submitted,

C. H. WESTERBERG, *Treasurer,*

RECEIPTS

	1903-4	1904-5	1905-6	1906-7
General taxes.....	\$ 43322.40	\$ 39512.58	\$ 45070.24	\$ 44393.64
Delinquent taxes.....	45857.60	37487.42	48169.76	51406.36
State school fund.....	3141.33	3064.18	3163.94	3171.07
Tuition.....	533.25	846.93	783.00	911.50
Interest.....	225.00	1402.34	1894.61	
Sale of coal.....	1.25			
Sale of old house and furnace.....	95.00			
Sale of seats.....	12.75			
Sale of old material.....	69.50	28.20	22.50	
Fire insurance money.....	24500.00			
Premium on bonds.....	2600.00			
High school building bonds.....	100000.00			
Rebate Retail Merchants' Association Fire Insurance Co.....		3.00		
Sale of old stone.....		1.00		28.00
Sale of old material from old high school.....		328.10		
Sale of out building.....		5.00		
Transferred from High School building fund.....		60961.72	41988.88	
Rebate from insurance company.....			12.40	
Sale of old building.....			100.00	
Sale of old brick.....			4.00	1.50
Sale of old seats.....			10.00	
Sale of old iron.....			5.30	20.05
Sale of flags.....			.50	
Sale of ashes.....			1.75	19.00
G. A. R. building fund.....			3.05	
Rebate from money, Wernicke Co.....			.00	
Interest on permanent fund.....				4.97
Interest on J. M. Oberholtzer note.....				180.00
Galesburg Electric Light & Power Co., interest on bond.....				50.00
Interest on G. W. Colville note.....				9.64
Rebate from Standard Oil Co.....				.70
Total receipts each year.....	\$220358.08	\$143640.47	\$141230.93	\$100196.43
Cash on hand beginning of year.....	39808.97	52768.88	33872.12	20798.82
Total of both sums.....	\$260167.05	\$196409.35	\$175103.05	\$120995.25

(Disbursements appear on next page.)

DISBURSEMENTS

	1903-4	1904-5	1905-6	1906-7
Teachers' salaries, male.....	\$ 10975.00	\$ 11312.28	\$ 11355.72	\$ 12003.88
Teachers' salaries, female.....	39127.00	40314.50	40878.00	43122.50
Janitors' salaries.....	4750.50	4227.50	5402.50	6253.93
Repairs.....	7589.97	7039.06	24355.64	7464.84
Supplies.....	1982.54	4008.94	5948.96	3986.89
Fuel.....	3774.10	2959.07	3619.77	3604.30
Water rent.....	335.23	425.70	355.63	460.01
Gas.....	494.06	601.08	730.14	173.97
Insurance.....	578.00	1316.00	1299.17	517.50
Interest.....	804.55	3415.13	5109.38	4552.79
Printing and advertising.....	579.04	336.95	321.08	18.95
Commencement expenses.....	70.00	35.50	60.00	.....
Election expenses.....	4.50	30.00	24.00	9.00
New building.....	27937.87	12342.90	.....	.....
Truant officer.....	255.00	270.00	240.00	210.00
Domestic science.....	40.81	101.56	152.29	85.45
Purchase of the Strong lot.....	5500.00	.....	.....	.....
Transferred to High School building fund.....	102600.00	.....	22.50	.....
Heating.....	.....	491.42	.....	.....
Hunt note.....	.....	4112.67	.....	.....
Taxes.....	.....	45.12	.....	.....
New heating plant.....	.....	7854.26	12283.71	.....
Transferred to permanent fund.....	.....	7.77	.....	.....
New high school.....	.....	60961.72	41988.88	.....
Transferred to High School fund.....	.....	328.10	.....	.....
Exchange.....	.....	.....	1.25	.....
Telephone service.....	.....	.....	1.70	.....
Laundry.....	.....	.....	3.91	1.48
Piano.....	.....	.....	150.00	.....
Electric lights.....	.....	.....	.....	261.19
Interest on no-fund teachers' orders.....	.....	.....	.....	497.27
Freight.....	.....	.....	.....	7.34
Total disbursements.....	\$207398.17	\$162537.23	\$154304.23	\$ 83231.29
Cash on hand end of year.....	52768.88	33872.12	20798.82	37763.96
Total of both sums.....	\$260167.05	\$196409.35	\$175103.05	\$120995.25

VALUE OF SCHOOL PROPERTY

The Building Committee was directed by the Board of Education to appraise the school property and their report is here given:

SCHOOL	Rods	Lot	Building	Heating	Furniture	Total
High School.....	9 x 13	\$ 12000	\$ 104800	\$ 10900	\$ 6700	\$ 134400
Central.....	6 x 10	6000	35000	4000	1000	46000
Churchill.....	9 x 20	15750	40000	1500	1000	58250
Heating Plant.....	3 x 10	2250	8453	14000	.....	24703
Hitchcock.....	16 x 10	6000	25000	1200	900	33100
Lincoln.....	12 x 11	2500	30000	1600	1100	35200
Weston.....	14 x 12	3200	37500	1500	1500	43700
Douglas.....	12 x 9	1800	20000	1350	800	23950
Cooke.....	13 x 13	2800	12000	900	400	16100
Bateman.....	14 x 10	3500	25000	2250	1100	31850
Total.....	.....	\$ 55800	\$ 337753	\$ 39200	\$ 14500	\$ 447253

CHARLES E. JOHNSON,
L. T. STONE,
J. J. BERRY,
Building Committee.

SUPERINTENDENT'S REPORT

BOARD OF EDUCATION, GALESBURG, ILL.:

Ladies and Gentlemen:

I have the honor herewith to submit to you, and through you to the citizens of Galesburg, the forty-sixth annual report of the public schools under your care.

High School Period As the last printed report was issued in 1903, this one covers a period of four years—from June 30th, 1903, to June 30th, 1907. It might properly be called the High School period, as it is particularly marked by the destruction of the old High School building and the erection of the new. The old building was totally destroyed by fire April 10, 1904, and the new one was dedicated Feb. 12, 1906.

Rising to the Occasion The citizens of Galesburg never showed more wisdom and greater liberality, in rising to a great occasion, than they did at this time by voting within seventeen days to issue one hundred thousand dollars of bonds for a new High School building. The fact that there was not a dollar of school indebtedness, due to the policy pursued by the Board in making previous improvements, made this action possible.

Work of the Board in Building the High School The building was burned on Sunday night, April 10, 1904. The Board met on Monday afternoon, arranged for the opening of the High School on Tuesday, and directed the Building Committee to submit on the following Friday a report outlining the steps to be taken in the construction of a new building. When Friday came, the Board met, chose Mr. J. Grant Beadle as architect for the new building, and voted to call an election for April 27th to vote on the proposition of issuing bonds to the amount of \$100,000, said bonds to draw $4\frac{1}{2}$ per cent. interest. At this election 1,198

votes were cast in favor of the bonds to 160 against. On May 9th these bonds were sold to the First National Bank of Chicago at a premium of \$2,600, the bank to pay the Board 3 per cent. interest on the monthly balances until the money was all drawn. On May 30th the plans and specifications for the building were submitted by the architect, Mr. Beadle, and the Board advertised for bids to be in by June 21st. The contract was finally awarded to Davidson & Rundquist, Aug. 1st. The building was completed and dedicated with appropriate exercises on Lincoln's birthday, Feb. 12, 1906. The State Superintendent of Public Instruction, the Hon. Alfred Bayliss, and Wm. Hawley Smith, were among those who delivered addresses. More than five thousand citizens inspected the building during the afternoon and evening of that day, and words of satisfaction and commendations only were heard, which was the reward the Board received for their labors—more gratifying, no doubt, than any money consideration could have been. In addition to the twenty-two regular meetings held during the process of construction, the Board met in twenty-four extra sessions, while the Building Committee inspected the work almost daily. Not to mention here the valuable public services of Mr. F. S. Bartlett as chairman of this Committee would justly be regarded as an omission indicating an uncommon lack of courtesy and appreciation.

**Cost of the
Building**

The original contract for the building alone was \$89,620.00. This did not include the hardware, plate glass, lockers, the finishing in the basement except the toilet rooms, and the cost of the plans and supervision. These items amounted to \$14,131.53, making the total cost of the building itself as it stands to-day, \$104,784.86. That part of the heating apparatus located in the building, namely, the radiation, the fans, and the motors cost \$10,933.00, and the furniture in the building \$6,693.43. This makes the total cost of the building, the heating equipment, and the furniture and fixtures, \$121,837.96. The Strong lot which was purchased for part of the building site cost \$5,500.00, and the grading and sidewalks \$1,420.48.

Heating Plant

When the Central School was built a contract was made with the Galesburg Railway and Light Company to furnish the heat, and accordingly a heating apparatus adapted for this particular method was placed in the building. At the same time a price was agreed upon with the same company for heating the High School building, and a contract for the heating apparatus was let in accordance with this plan. In the winter of 1904-05 the company failed to heat the Central School, which was then used for High School purposes, either to its own satisfaction or to the satisfaction of the Board. While the company could easily warm a building used for ordinary purposes, it found that a school building in which the air is changed every fifteen to twenty minutes, was an entirely different problem. In the spring of 1905 the company notified the Board of Education that it would not undertake to furnish heat for these two buildings. This placed the Board in a trying position. One building was completed and the other was under contract and partly completed, in which no provision was made for placing boilers. It was then impossible to make any such provision. The only thing left for the Board to do was to build a heating plant of its own and to do it without having made any provision for such additional expense. In this way it came about that the Board has a heating plant of its own. This plant furnishes the heat, power and light for the three buildings on South Broad street. Thus far it has been entirely satisfactory and economical, besides eliminating an element of danger to 1,500 children, and adding much to the cleanliness of the buildings themselves. The building cost \$8,453.00 and the equipment with the tunnels to the different buildings \$14,659.95, making the total cost of the heating plant \$23,112.95

**School Closed
but One Day**

The recitations of the High School were suspended only one day by the loss of its building. The fire occurred on Sunday night and the Board met on Monday afternoon when Knox College and Lombard College each offered the use of its buildings for half the day. Several churches tendered the use of their buildings and also rooms at

the Court House were placed at the disposal of the Board. No stronger evidence than this could be given of the public's appreciation of the High School. It was thought that the buildings of Knox College and the rooms in the Court House would best accommodate the school, and the recitations began in these buildings the next afternoon at 1 o'clock.

Temporary Home of the High School The work on the Central School building was rushed during the spring and summer and it was ready for use when the schools opened in the fall. This building designed for the Training School and as an overflow for the old High School building, was made to accommodate the High School from September, 1904, to Feb. 12, 1906, by having half of the pupils come for recitations in the forenoon and the other half in the afternoon. Under such unfavorable conditions it was remarkable how well the school was held together. The anticipation of a fine and commodious home in the near future had, no doubt, its effect upon both teachers and pupils in helping them to bear the many inconveniences. The new building furnishes ideal accommodations for a high school, and in my judgment an ideal high school is being conducted there to-day.

What Makes a School In this report is the course of study for the High School and cuts showing some of the special features of the building and school, but from these one can get very little idea of what the school really is. Scarcely a week passes without some one writing for information along this or that line of work. A copy of the course of study is always sent, but it should be added that this does not tell the story. Courses of study are very much alike but schools are not. It is the spirit in the school that makes the difference; the course of study has little to do with this; it is the organization and the administration that make the school.

The Mission of the High School Neither is great excellence in scholarship the true measure of the work of a high school. Superior scholarship is possible only to the few, but the high school is designed for the many, for all the boys and girls in their teens who have completed the gram-

mar school. When a high school draws to it all such pupils, and holds them, and stimulates them to put forth their best efforts, and helps them to find themselves—all of which is possible—then it fulfills its mission. This is what the Galesburg High School is approximately doing to-day. It is sad to say that there are some exceptions, but the school is working in the belief that it is possible to reach the most, or all, of these.

Director

J. W. Hammond

Mr. J. W. Hammond, member of the Board of Education from the Second Ward, died Sept. 19, 1904. This was the first death in the Board in eighteen years. Mr. Hammond served at different times and from different wards seven years as member of the Board. He was never so busy with his own affairs that he did not give immediate attention to the wants of the schools and as chairman of the building committee he had many emergency calls.

The following resolutions, adopted by the Board, are a fitting tribute to his faithfulness and efficiency:

"Resolved, That the Board of Education in the death of Director J. W. Hammond has lost a most valuable member. As chairman of the building committee for seven years, in which time more than \$125,000.00 were expended upon repairs and new buildings he gave as careful attention to the expenditure of this money as one would use in managing his own business. His personal knowledge of this department was as accurate and complete as the records themselves. His competency and integrity were manifested on every occasion. For him to do this without any remuneration whatever shows the value he placed upon the work of the public schools, and it is a fine example of the highest type of citizenship. In recognition of this the Board of Education orders the schools to be closed on the afternoon of the day of his funeral. We shall remember Mr. Hammond for his willingness to serve, his unselfishness, his freedom from prejudice, his open-mindedness, and his kindly spirit.

"Resolved, That the above resolutions be spread upon the records and a copy of the same be sent to his family."

On motion, the Board voted to attend the funeral of Director Hammond in a body.

Gus. A. Stromgren

It would be difficult to overestimate the services of a good janitor. It is remarkable how valuable and indispensable such a person can make himself. That he is respected and appreciated, the following resolutions, passed by the Board of Education at its regular meeting in February, 1905, fully testify:

The late Gus A. Stromgren was for seventeen years janitor of the Churchill School with general supervision of all the school buildings in the summer vacation. No one could render more faithful and efficient service than did he, always performing it with a skill and energy and in a spirit that won for him the admiration and the respect of all with whom he came in contact. He inaugurated the custom of thoroughly renovating the school buildings before the opening of school in September, and it may be truly said of him that he made clean school buildings popular in Galesburg. He devised the first noiseless eraser known, and made all the erasers that have been used in the schools for years. He was an artist in repairing a blackboard and by doing this work he saved annually to the city hundreds of dollars. Therefore,

Resolved, That the Board of Education and the city have lost by the death of Gus A. Stromgren an invaluable public servant, one worthy to be regarded as a model.

Resolved, That the above be spread upon the records of this Board, and that the clerk be directed to furnish the family a copy of the same."

The Board of Education attended his funeral in a body, and four of its members, together with the Superintendent of Schools and the Principal of the High School, acted as his pall bearers. In doing this they paid a just tribute to genuine worth.

Central School

Had the Central School building not been under contract and partly constructed when the old High School building was destroyed, it would, perhaps, have never been built either according to the present plans or

on the present site. The first floor was designed for the Central Primary, which is used as the Training School, and the second floor for the Domestic Science and additional recitation rooms for the High School, which were greatly needed at that time. When the contract was let, the plans and specifications called for the best school building in the city. The contract for this building was let to Peter T. Olson for \$33,597.00, and the contract for the heating to Lewis & Kitchen for \$1,603.00. The building when completed cost about \$40,000.00. Had it not been for the timely completion of this building, it is hard to say what would have become of the High School during the two years it was waiting for its new home. The Central Primary school after patiently enduring more hardships than any other school in the city has, at last, received its reward, and is enjoying all the modern conveniences in its new and permanent home—the Central School.

**Change in
Course of Study**

It has frequently been asked by those not acquainted with the local conditions, why the Galesburg High School had only a three years' course while cities of not nearly its size have four years in their high schools. The reason is simple and sufficient. It has been only a few years since people generally looked upon the high school merely as a place to prepare students for entering college, and some have not yet outgrown this idea. Practically every one in the city who went to college, entered Knox or Lombard, our local institutions. The preparatory course in these colleges was three years; hence the High School gave a three years' course. Within recent years these institutions have raised their entrance requirements and now have four years in their preparatory course. To keep in step, the Board of Education at its October meeting, 1903, voted to extend one of the courses in the High School to four years in order to meet the requirements of students wishing to enter college. This action was eminently wise and just. The High School in its desire to give the best possible preparation for life to the large number whose school life goes no further, should by no means ignore the needs of those who wish to prepare for college. It is just, it

is wise, and it is practicable to make provision for both classes. A high school conducted in the interests of all who have completed the grammar grades, will send many more to college than if its only purpose were to prepare its pupils for college. There is no doubt that a real desire for knowledge when once awakened is contagious, and many will be stimulated by it to get a college education who otherwise would never have entertained an idea of entering college.

**Changes in
Text Books**

There have been few changes in textbooks since the last report, although the law allows a change once in four years. There has been no change in readers, arithmetics, geographies, histories, and language books except the adoption of the Taylor First Reader. Williams' Choice Literature was placed in the eighth grade as a reader, and the Progressive Speller in the sixth, seventh and eighth grades. There was a change in the music books, the Modern Music Course being adopted, and Prang's Art Books were substituted for Prang's Drawing Books. The Medial Copy Books were authorized to be placed in the schools at the beginning of the present school year. In the High School there were, perhaps, more changes in textbooks, but a change **there** affects comparatively few pupils.

**Physical
Culture**

Physical exercises have always been given more or less in the schools, but it was not until February, 1906, that a systematic course of physical culture was introduced in all the grades and placed in charge of a special supervisor. No one will question the value and importance of such work, and the teachers have taken it up with commendable zeal and intelligence under the direction of Miss Mathis as supervisor. One of the pleasing and interesting features at the closing exercises of the schools last June was an exhibition of this work.

New Rules

From time to time the Board of Education finds it necessary or deems it advisable to change, or add to, its rules. As such rules are important and interesting as a matter of history, those that have been adopted since the publication of the last report are here inserted:

Fire Drill.—Director Merrill moved that there be had at least once a week one fire drill in each school building. The motion prevailed.—*January meeting, 1904.*

At the November meeting, 1904, this rule was modified to read "once in every two weeks."

School Warrants.—Director Wertman moved that hereafter when a bill is to be paid to an outside firm that the original warrant be sent instead of a draft. The motion prevailed.—*October meeting, 1905.*

Salaries of Grade Teachers.—First, that the salary for faithful and acceptable service be the same in all the grades.

Second, that the minimum salary be \$360.00 and the maximum \$585.00.

Third, that the salary for the first year be \$360.00; second year \$405.00; third year, \$450.00; fourth year, \$472.50; fifth year, 495.00; sixth year, \$517.50; seventh year, \$540.00; eighth year, \$562.50; ninth year, \$585.00.

Fourth, that the Principals in the graded schools be allowed in addition to the above amounts \$1.50 per month.—*Adopted on recommendation of the Teachers' Committee, June meeting, 1907.*

Graphic Tables Is the number of children attending the public schools increasing as rapidly as the population? To what extent are the pupils taking advantage of the grammar grades and the high school? Does not the graded school system by its uniformity compel the pupils to keep step regardless of their physical condition, mental capacity and home advantages? Can such an institution properly safeguard the highest interests of the individual? These are serious questions to which no one can be indifferent. Discussions of them abounding in startling statements appear from time to time in the daily press and the leading magazines. The four graphic tables which immediately follow this report show what the facts are in regard to these questions in the Galesburg schools. An explanation of each table may be found on the page opposite to it. These statistics are not for a class or a year, but for ten

years. It is reasonable to conclude that the data covering a period of this length will approximate very closely the truth in these matters. When the entire system of graded schools is vigorously assailed by one whose experience or observation must necessarily be limited to a few cases or conditions, these facts have been found to be a healthy tonic and to aid in preserving an equilibrium.

There are 96 teachers in the schools, 73 in the grades and 23 in the High School. There were 3,842 pupils enrolled in the schools last year, 3,163 in the grades and 679 in the High School. This gives 43.3 pupils to each teacher in the grades and 29.5 pupils to each teacher in the High School. During the period of four years which this report covers, there has been a change of 33 teachers in the grades and 11 in the High School. Of the eleven changes in the High School seven were men. The number of pupils who were withdrawn from the schools during each of these years, for one cause or another, was 562.

**Selection of
Teachers**

A school system should not be judged by the buildings it erects, or by the course of study it adopts, or by the rules and regulations it makes, important as these may be, but by the teachers it employs. It should never be forgotten that the real work of the school is done in the school room by the individual teacher and that its efficiency depends on her ability to teach and train the children in her care. Failure here is to fail at the vital point. The selection of teachers is the supreme act of a board of education, requiring at all times the greatest judgment and sometimes the highest courage.

The good will and co-operation that exist in the school room between pupils and teachers, the sympathetic support that the teachers give one another, and the harmony that has so long characterized the Board of Education, are the sources of the efficiency and success of the schools.

Respectfully submitted,

W. L. STEELE, Superintendent.

GRAPHIC TABLE NO. I.

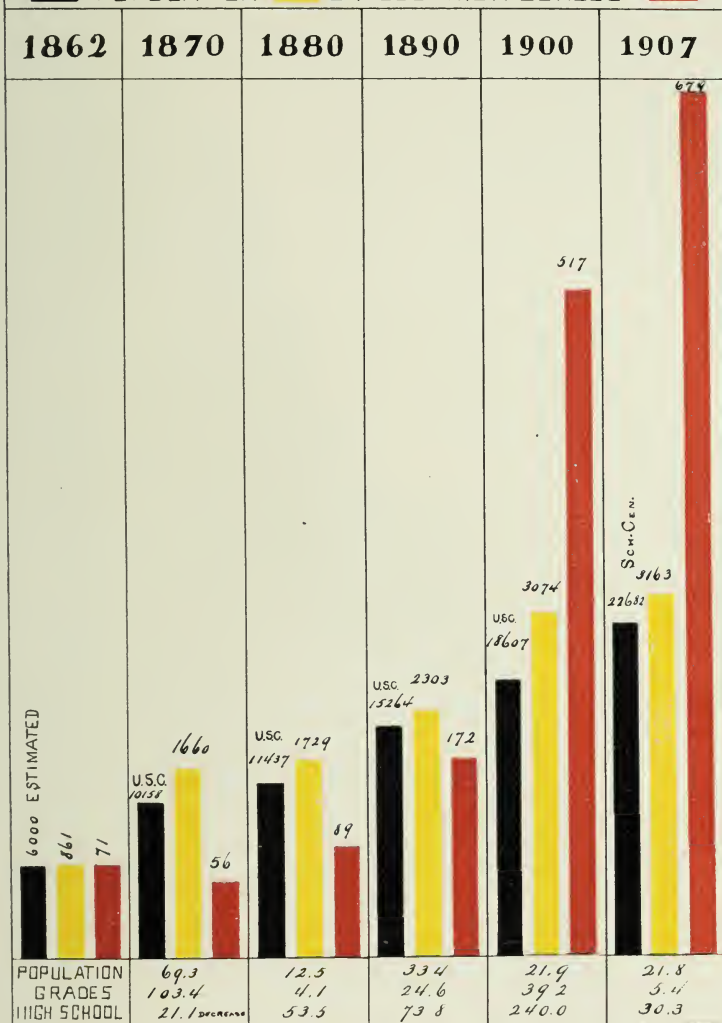
The graphic table on the opposite page answers the question referred to in the body of this report, "Is the number of pupils attending the public schools increasing as rapidly as the population?" The table covers a period of 45 years, from 1862, the date of the first available school report, to 1907. The black standard represents the population of the city, the yellow the enrollment in the grades, and the red the enrollment in the high school. Let your eye run along the tops of the black standards and you will see the kind of a city Galesburg is—almost the character of the people—a good, steady growth, with no booms and no backsets. Compare the yellow standards with the black, and it will be seen that the enrollment in the graded schools has increased even more rapidly than the population, notwithstanding that in the decade from '70 to '80 about 200 pupils were permanently withdrawn to attend the parochial schools then organized. In the red standards is read the growth of the high school, which is phenomenal, out of all proportion to the increase in the grades or in the population. How can this be accounted for? By tuition pupils? No. only to a very limited extent, for the greatest number of tuition pupils in any one year was last year when it was 49. The number of tuition pupils for the past ten years would not average 30.

In accounting for this wonderful growth, the first thing to do is to note when it began, namely, in the later '90's. The records previous to 1893 showed that a large number, by far too large, of the grammar pupils did not enter the high school. Believing if some of the fundamentals of the trades, of business, and of home life, were taught in the high school as well as the fundamentals of a college course, that the number attending the school would be greatly increased, the Board broadened the course of study accordingly. This is the first reason for the growth. The second reason was the adoption of the elective system. To broaden the course of study and not to adopt the elective principle would be tying the hands of the administration. The elective principle makes the development of the individual more important than the subjects taught, which is in perfect harmony with the trend of modern education. The third reason is the study hall plan instead of class rooms. In the study hall all the pupils come together daily for morning exercises and prepare their lessons there when not reciting. This close association of the student body calls forth and inspires the musical and literary talents of the pupils which in turn creates an *esprit de corps* that is invaluable to a school. In the school to-day there is a brass band of twenty-five pieces, an orchestra of fifteen pieces, a boys' glee club a girls' glee club, the Lincoln Debating Club, the Elizabethan Society, the "Budget," a weekly newspaper edited by these societies and printed from a press purchased by the Lincoln Debating Club at a cost of \$800. In these various activities, which are fine preparation for citizenship, many pupils first find themselves.

The fourth reason, which if not the greatest, is by no means the least, is that the right man was placed at the head of the school and has been kept there. A school is like a store, a factory, or a farm its success depends largely upon the personality in control. Equally fortunate has the school been in the corps of assistants the Board has been able to keep.

INCREASE IN POPULATION, ENROLLMENT
IN THE GRADES, AND IN THE HIGH SCHOOL,
BY DECADES.

POPULATION GRADES HIGH SCHOOL



THE NUMBER OF PUPILS COMPLETING EACH GRADE ANNUALLY,
THE AVERAGE AGE AND PERCENT IN EACH GRADE.

YEAR	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	PUPIL	AGE	%
12											83		3.
11											103	17-11	3.7
10											137		4.9
9											180		6.4
8											188.8	14-4	6.7
7											213.5	13-5	7.6
6											256.7	12-5	9.1
5											299.3	11-5	10.7
4											320.5	10-6	11.4
3											339.9	9-6	12.1
2											333.9	8-4	12.
1											348.3	7-3	12.4
	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	%		.

GRAPHIC TABLE NO. II.

The graphic table on the opposite page is the answer to the question, "To what extent are the pupils taking advantage of the grammar grades and the high school?" referred to in the body of this report.

Each bar represents the average number of pupils annually completing the grades, indicated in the column to the left of it, for the past ten years. The first grade, the bottom bar, is taken as the basis of comparison and is represented by 100 per cent. The other bars indicate the number of pupils of the first grade that succeed in completing these respective grades, e. g. 92 per cent. of the pupils completing the first grade complete the fourth grade. Thus, it will be seen that more pupils drop out in the 5th, 6th, and 7th grades than in any other three years of the school course, the greatest number being in the 6th grade. Fifty-four per cent. complete the 8th grade, and 52 per cent. the first year of the high school; or, in other words, more than one-half of the pupils who finish the 1st grade do one year's work in the high school.

Look at it in another way. Let the basis of comparison be the entire school the twelve grades or years, and represent it by 100 per cent. Then the third column from the right of the bars shows the per cent. of the pupils in each grade. Were the pupils distributed equally among the twelve grades, or years, there would be, of course, $8\frac{1}{3}$ per cent. in each grade. Not until the seventh grade is reached, does the per cent. fall below this number, and then the decrease is less than one per cent. In the high school there are 18 per cent. of the pupils, almost one-fifth, that is, one pupil out of every five enrolled in the schools, is in the high school. In the grammar grades, the 5th, 6th, 7th, and 8th, there are 34.1 per cent of the pupils. Thus it is seen that in the grammar grades and the high school there are 52 per cent of the pupils; or, in other words, more than one-half of the pupils in the Galesburg public schools are taking advantage of the opportunities afforded by the grammar grades and the high school. It should be remembered that this is true not merely for last year but for the last ten years.

GRAPHIC TABLE NO. III.

The graphic table on the opposite page answers the third question referred to in this report, "Does not the graded school system by its uniformity compel the pupils to keep step regardless of their physical condition, mental capacity, application, and home advantages?"

The black standards in the table represent the per cent. of the pupils who did the work of the grades in the regular time, one school year, the yellow the per cent. who did the work in less than the regular time, and the red the per cent. who required more than the regular time to do the work.

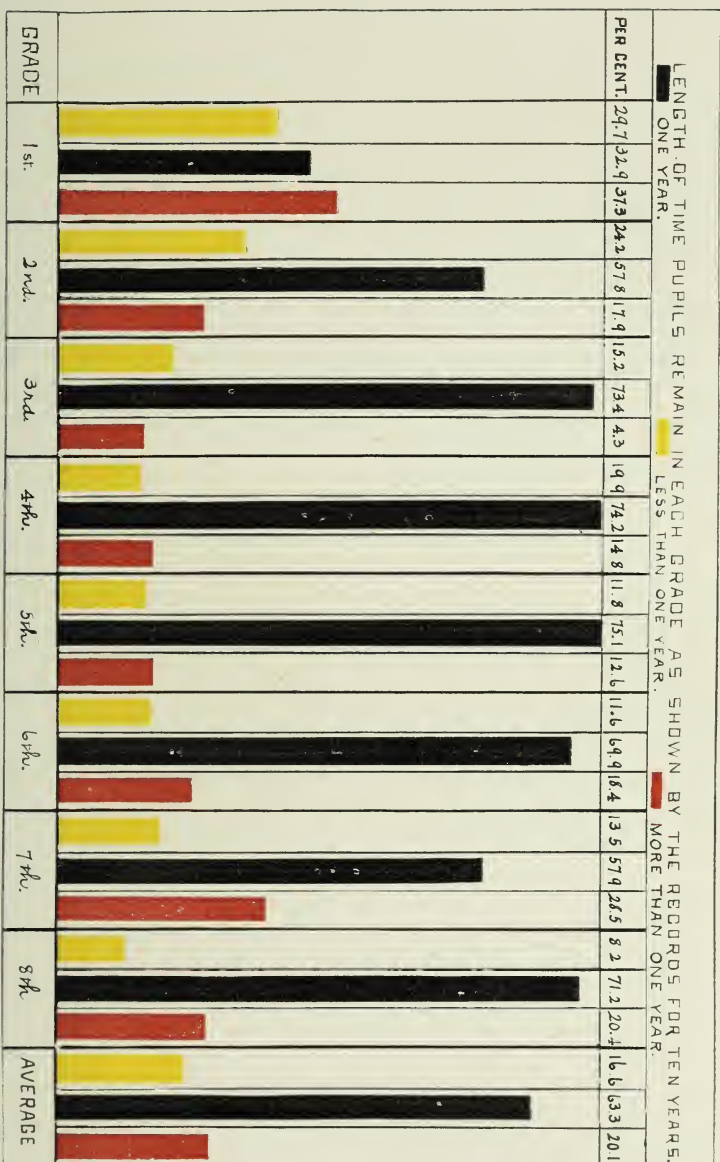
The standards are arranged in nine groups, one for each of the eight grades and one to show the average for all the grades. Had the pupils been compelled to keep step regardless of their physical condition, mental capacity, etc., then the black standard in each grade would represent all the pupils, or 100 per cent., and there would be no standards of yellow and red.

In the first grade only 32.9 per cent. of the pupils did the work in the regular time, while 29.7 per cent. did the work in less than the regular time and 37.3 per cent. took more than the regular time. In the second grade nearly one-half of the pupils were allowed to finish either ahead of time or were given more time. In no grade were the exceptions to the regular time less than 25 per cent., while the average for the eight grades shows that more than one-third of the pupils were exceptions, that is, for the past ten years 16.6 per cent. of the pupils in the graded schools were allowed for some reason, presumably their physical condition, mental capacity, etc., to do the work of the grade in less than the regular time, while 20.1 per cent. were required, for some reason, to spend more than the regular time in the grade. A system of grading that gives to one out of three pupils special consideration may properly be called flexible.

This is the system. The pupils who begin the first grade in September form a class that should finish the grade the following June. Another group of beginners in the first grade enters school the first of January and they are, of necessity, placed in a class by themselves. This class should complete the grade the following December. Another group of beginners enters the spring term and they, too, must be placed in a class by themselves. This class should finish the grade a year from that time. Thus it is seen that the pupils in the first year of their school life fall naturally into three classes.

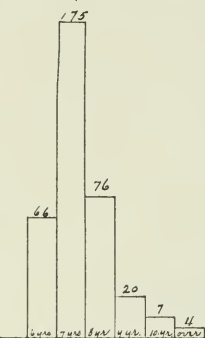
Some of the pupils who begin the grade in September should, for different reasons, finish it with the class that began it in January, and some of those who begin in January should complete the grade with the class that began it in the spring term; and, vice versa, some who begin in January will be able to finish with the class that began in September, and some who begin in the spring will be able to finish with those who began in January, and some, even, with those who began in September.

This classification, for the same reasons it was allowed to form in the first grade, is continued through the other grades to the seventh and eighth, where the classes are gradually united in one or two, for the purpose of entering the high school. A pupil can be held overtime more profitably in the seventh and eighth grade than in any other. These grades clinch, make valuable, the work of the previous ones, and, when well done, form a good foundation for whatever follows—bread-winning or higher education.

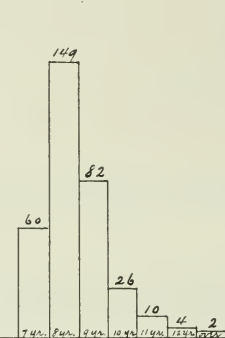


THE VARIOUS AGES OF PUPILS IN THE DIFFERENT GRADES
AT THE TIME OF COMPLETING.

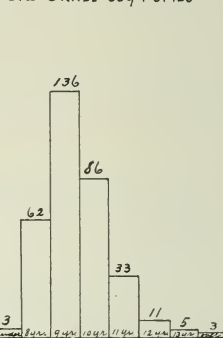
1st GRADE-318 PUPILS



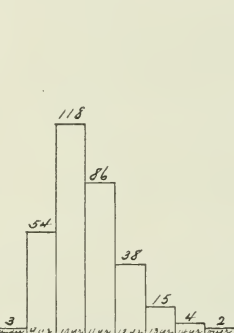
2nd GRADE-333 PUPILS



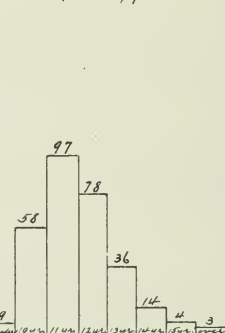
3rd GRADE-339 PUPILS



4th GRADE-320 PUPILS



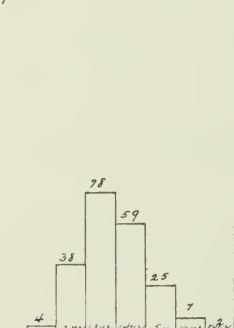
5th GRADE-299 PUPILS



6th GRADE-256 PUPILS



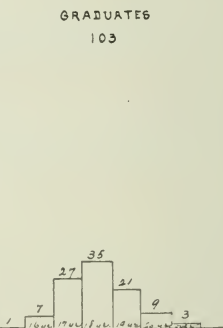
7th GRADE-213 PUPILS



8th GRADE-188 PUPILS



HIGH SCHOOL
GRADUATES
103



GRAPHIC TABLE NO. IV.

The graphic table on the opposite page shows the various ages of pupils in the different grades at the time of completing each grade. It is divided in nine rectangular spaces, namely, one for each of the eight grades and one for the graduating class of the high school. The standards within each space represent the different ages at which the pupils complete that grade, the age being placed at the bottom and the number of pupils at the top, of each standard. Above the tops of the standards are placed the name of the grade and the total number of pupils of that grade. The table covers a period of ten years and the figures indicate the average number of pupils per year for that time. The standards are all drawn to the same scale.

The striking fact brought out by this table is, that the ages of the pupils in each grade vary from six to eight years. It, like the preceding one, indicates the flexibility of the grading, the consideration shown the individual. In the face of this great difference of age in the same grade, can any one claim that mental and physical strength, opportunity, application, favorable and unfavorable home conditions, are not taken into consideration in the progress of pupils through the graded schools?

The main object of this table, however, is information and encouragement for parents and children. Notice that at the bottom of the highest standard in every grade is the age children are supposed to be, according to the system, when they complete the grade. Observe that in every case there is a large number a year younger and in all, except the first grade, a few two years younger. But, on the other hand, note the large number in every grade that are a year older, the respectable number that are two years older, three years older, four years older, and some even still older. If the child is one of the majority he will be one or more years older than the supposed age of the grade. It would seem if those who have charge of the grading of pupils could make clear to them and their parents what this table plainly shows that there would be no difficulty in getting children cheerfully to go in the grade they belong. It, at least, ought to help a good deal in solving that most difficult and essential problem, how to get children reconciled to work in the grade where it is to their greatest advantage. There is no more serious question to the child, the parents, and the teachers than this. How many children do we all know who are out of school to-day because they became dissatisfied with the grade in which they were placed or kept! It is, of course, a whim and foolish notion, but is not one of the kind that should be treated with indifference.

THE ELECTIVE SYSTEM.

(By F. D. THOMSON, *Principal of High School since 1895.*)

The table on the opposite page represents the number of pupils taking the subjects named under the fixed course system, for ten years, from 1888 to 1897, and the number taking the same subjects, and some others, during the next ten years, from 1898 to 1907, under the elective system.

The table furnishes a concrete answer to the question as to the choice of subjects made by the graduates of the school, and also a conclusive answer as to the number who chose English, Algebra, and Latin when these studies were elective. These studies are mentioned because it is sometimes claimed they would not be taken unless required.

The great increase in the number cannot be attributed wholly to the elective system, but to it, however, more than to any other one thing, the increase has been largely due or made possible. Those teachers who have taught under both systems testify to the great help that the plan, as a working basis, has been to the school. It is fully believed by the teachers of the school that the large number that have been graduated could not have been kept for so long a time in the school had it not been for the freedom offered to the teachers by this plan in working with the pupils throughout their course in high school.

The table, itself, as plainly as it shows results in numbers, does not begin to indicate the greatest advantages derived from the plan in the school. These can be seen and understood only by those who have worked in the school and know them in actual practice, or by those who have given the school a thorough personal examination.

Among these advantages to the pupils may be mentioned growth under assumed responsibility, a business attitude toward their studies, a training in choosing and making decisions or the development of judgment,—the best product of an education,—and a joy and delight in their work which springs from a motive within, but seldom if ever from a decree without. Quite as beneficial effects are produced upon the teachers, making them leaders and advisers of pupils and not drivers; their principle of action always is "come let us reason together."

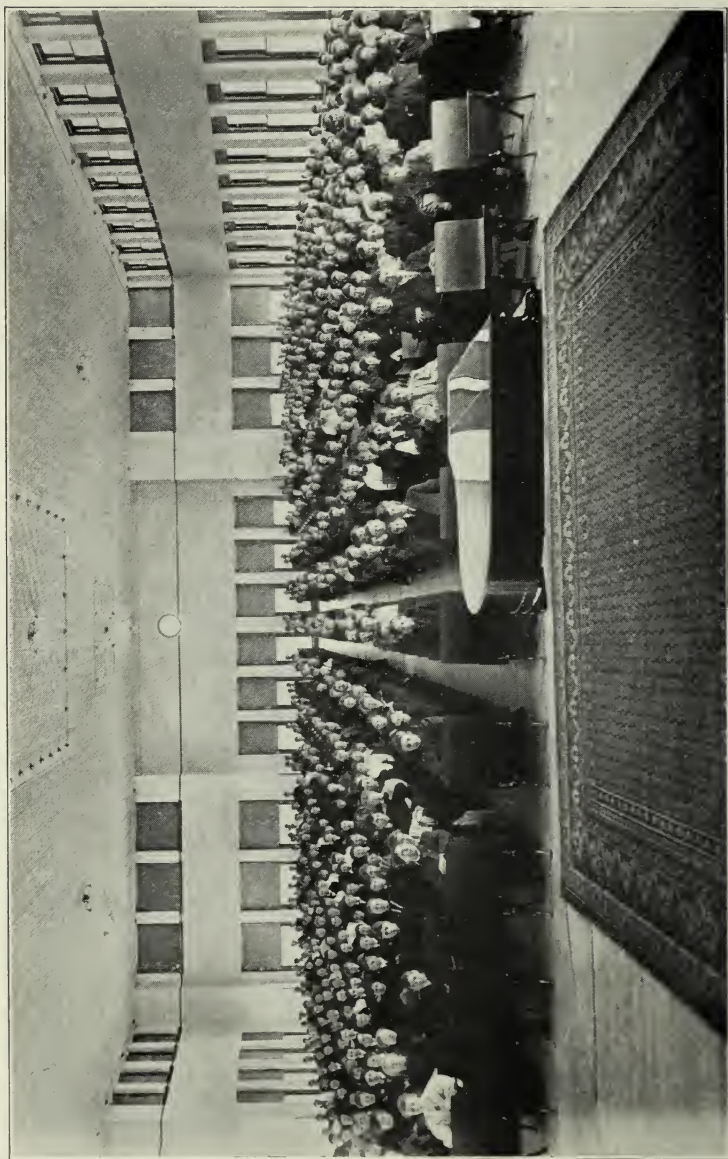
Every one who theorizes upon the elective system may determine from this table how many or how few have made a success of their high school course, but the attitude the pupils have toward their school work and the spirit which the plan gives the teachers an opportunity to impart, still remain as some of the strongest arguments in favor of the plan as it works in Galesburg.

NUMBER TAKING SUBJECTS UNDER FIXED COURSE
SYSTEM, 1888 - 1897 - TEN YEARS.

NO. GRADUATES -	Boys 99 - Girls 252	BOTH	351
ENGLISH			351
GENERAL HISTORY			351
PHYSIOLOGY			166
BOTANY			350
ALGEBRY			351
LATIN			287
PHYSICS			350
GEOMETRY			348
BOOK-KEEPING			78

UNDER THE ELECTIVE SYSTEM 1898 - 1907 - TEN YEARS.

NO GRADUATES	Boys 358 - Girls 675	BOTH	1033
ENGLISH			1033
GENERAL HISTORY			938
PHYSIOLOGY			907
BOTANY			805
ALGEBRA			820
LATIN			729
PHYSICS			510
GEOMETRY			499
BOOK-KEEPING			478
SHORTHAND			436
MANUAL TRAINING	Boys ONLY		243
DOMESTIC SCIENCE	Girls ONLY FOR FIVE YEARS		268



HIGH SCHOOL STUDY HALL— $82\frac{1}{2} \times 104\frac{1}{2}$ FEET. SEATING CAPACITY, SINGLE DESKS, 800.

HIGH SCHOOL COURSE OF STUDY, 1907

FIRST YEAR.

Scientific Course.	Latin (College) Course.	Commercial Course.
General History (9)	Latin (9)	General History (9)
Algebra (9)	Algebra (9)	Bookkeeping (9)
Zoology (4)	Zoology (4)	Zoology (4)
Physiology (5)	Physiology (5)	English Comp. (5)
Botany (5) or	Botany (5) or	(Business English)
Authors (5)	Authors (5)	Physiology (5)
		Botany (5)
		Authors (5)

SECOND YEAR.

Scientific Course.	Latin (College) Course.	Commercial Course.
English Composition and Literature (9)	Latin (5)	Eng. Composition (4)
Geometry (9)	Geometry (9)	(Business English)
Physics (9)	Ancient History (9)	Com'l Geography (4)
Reading (3)	Reading (3)	Shorthand (9) and
Authors (5)	Authors (5)	Typewriting (2)
		Arithmetic (9)
		Reading (3)
		Authors (5)

THIRD YEAR.

Scientific Course.	Latin (College) Course.	Commercial Course.
Rhetoric and Literature (9)	Latin (9)	Short Hand (4) and
Chemistry (9)	Physics (9)	Typewriting (2)
English History (4)	English Composition and Literature (9)	Com'l Law (5)
U. S. History (5)	Reading (3)	Civil Government (4)
Reading (3)	Authors (5)	Economics (5)
Authors (5)		English History (4)
		U. S. History (5)
		Authors (5)
		Reading (3)

FOURTH YEAR.

Latin (College) Course.	
Latin (9) or Adv. Algebra (4)	Rhetoric and Literature (3)
German (9)	Solid Geometry (5)
	Authors (5)

NOTE.—The Latin or College Course is designed for those who are preparing for college or for work in technical schools. This should be borne in mind by such students.

The figures at the right of the subjects indicate the number of credits allowed for each toward graduation. A credit means a month's work in a given subject recited daily and pursued to completion. One hundred credits are required for graduation.

Manual Training may be taken with each year's work and at least four credits will be given for it. Mechanical Drawing may be taken with each year's work and two credits will be given for it.

Domestic Science may be taken with the second and third year's work and at least three credits will be given for it.

Regular work consists of 17 recitations a week for the first year, and of 18 recitations a week for the second and third years. Each pupil is expected to do regular work unless excused therefrom for very good reasons.

TEXT BOOKS USED IN THE GALESBURG HIGH SCHOOL

ENGLISH—

English Composition, Scott & Denny.....	\$.80
Composition-Literature (Rhetoric), Scott & Denny.....	1.00
American Literature, Newcomer.....	1.00
English Literature, Simonds	1.00
English Classics, from 15 to 50c each.	
Note-book for work in English Classics.....	.25

LATIN—

First Latin Lessons, Smith.....	1.00
Cæsar, Kelsey	1.25
Cicero, Kelsey	1.25
Virgil, Comstock	1.40
Ovid, Gleason .....	.75
Prose Composition, In Latinum .....	.50
Grammar, Bennet .....	.80

HISTORY—

General History (Revised), Myers.....	1.50
Ancient World, West	1.50
Medieval and Modern, West.....	1.50
English, Montgomery	1.12
United States, Channing	1.40
Civil Government, James & Sanford.....	1.00

SCIENCE—

Physiology, Overton .....	.80
Botany (Foundations), Bergen	1.50
Zoology—Animals, Jordan & Kellogg.....	1.80
Physics, Millikan & Gale	1.25
Chemistry (Briefer Course), Remsen	1.12
Laboratory Manual—Physics, Coleman .....	.60
Remsen's Chemical Experiments .....	.50

MATHEMATICS—

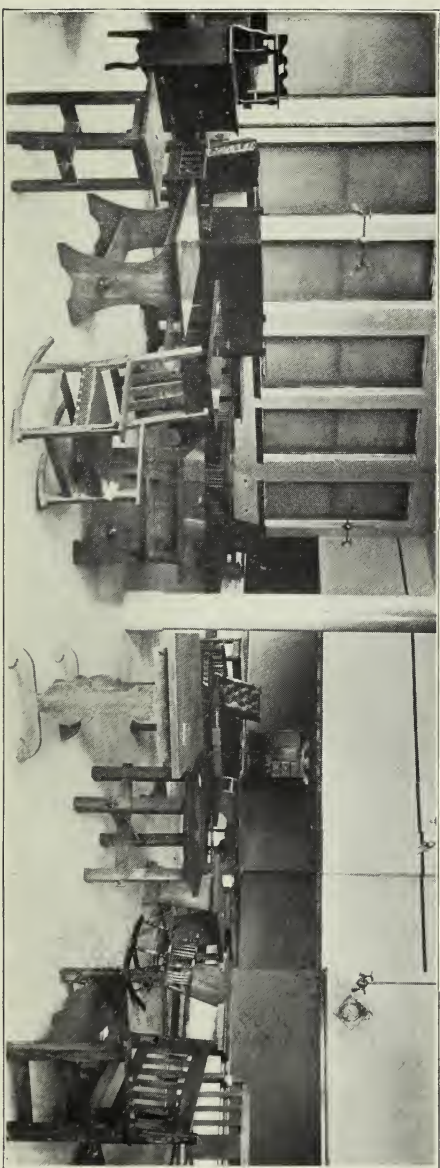
Commercial Arithmetic, Moore	1.00
Algebra (Essentials), Wells	1.10
Geometry, Sanders	1.25

GERMAN—

Elements of German, Becker	1.00
Easy German Stories, Allan & Batt.....	.50

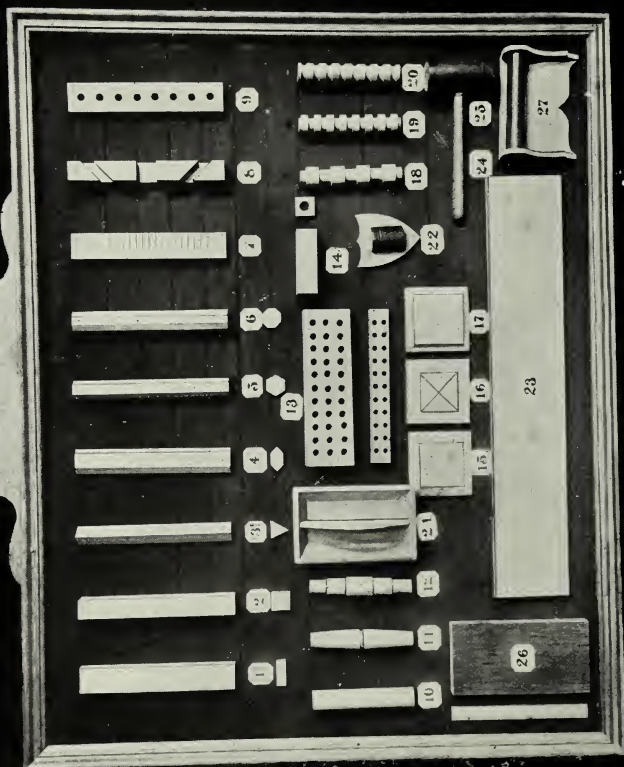
BUSINESS AND COMMERCIAL—

Bookkeeping, New Complete	1.60
Manual of Shorthand, Gregg.....	1.50
Reading, Exercises in Shorthand, Gregg.....	.50
Gregg's Speed Practice	1.00
Typewriting Manual	1.00
Commercial Law, Lyon	1.00
Commercial Geography, Redway	1.25
Political Economy, Laughlin	1.20
Blank Books for Bookkeeping, each 25c.	



MANUAL TRAINING—SPECIMENS OF WORK DONE BY PUPILS.

FIRST YEAR.



MANUAL TRAINING—FIRST YEAR.

MANUAL TRAINING DEPARTMENT

The Manual Training Department of the High School had a spontaneous origin and was not created by any act of the Board of Education. In 1887 a few boys fixed up an old bench in the basement of the Churchill School, brought in some tools and began work. It has grown, year by year, under the fostering care of the Board until it is now quite a complete school in woodwork, and is a credit to the city. One hundred and twenty-five boys did work in this department last year.

The exercises required to be done each year by the pupils, in order to complete the course of work, are here given:

FIRST YEAR

PLANING

- | | |
|-------------------------|------------------------------|
| 1 Planing to dimension. | 4 Irregular hexagonal prism. |
| 2 Square prism. | 5 Regular hexagonal prism. |
| 3 Triangular prism. | 6 Octagonal prism. |

SAWING

- | | |
|---------------------------------------|-------------------------|
| 7 Sawing to pencil line across grain. | 8 Sawing and chiseling. |
|---------------------------------------|-------------------------|

BORING

- | | |
|-------------------------|-------------------------------------|
| 9 Boring across grain. | 14 Boring through block with grain. |
| 13 Boring across grain. | |

CHISELING

- | | |
|--------------------------------|-------------|
| 15 Chamfered block. | 17 Gouging. |
| 16 Chamfered block, flat base. | |

TURNING

- | | |
|--------------------------|--|
| 10 Cylinder. | 21 Knife box. |
| 11 Cones. | 22 Match box. |
| 12 Step cylinders. | 23 Sawing (rip), planing (jointer), gluing, planing with smoother. |
| 18 Cylinder and collars. | |
| 19 Hollows. | 26 Veneering, filling, varnishing, and polishing. |
| 20 Round hollows. | |
| 24 Mallet handle. | 27 Towel rack. |
| 25 Mallet head. | |

SECOND YEAR**JOINERY**

- | | |
|--|--|
| 1 Halved together at end. | 11 Dovetail. |
| 2 Halved together at middle. | 14 Double mortise and tenon. |
| 3 Halved together at an angle
of sixty degrees. | 15 Mitre box. |
| 4 Dowel joint. | 16 Mitred frame (hard wood). |
| 5 Mortise and tenon (blind). | 20 Dovetail through and half
through. |
| 6 Mortise and tenon (through). | 21 Dovetail on end. |
| 7 Mitre joint. | 25 Drawer. |
| 10 Truss joint. | |

TURNING

- | | |
|--------------------------------|-----------------------------------|
| 8 Beads. | 19 Chisel handle (socket). |
| 9 V Grooves. | 22 Balusters. |
| 12 Hollows-cylinder and arbor. | 23 Carving mallet. |
| 13 Ovolos and cavettos. | 24 Rolling pin (m'v'ble handles). |
| 17 Beads, fillets and hollows. | 26 Table leg. |
| 18 Chisel handle (firmer). | 27 Clamps. |

THIRD YEAR**TURNING**

- | | |
|-------------------|-----------------|
| 1 Dumb bell. | 8 Ovoid. |
| 2 Napkin rings. | 9 Ellipsoid. |
| 3 Barrel. | 10 Vase form. |
| 4 Round ring. | 11 Hemisphere. |
| 5 Octagonal ring. | 18 Vase. |
| 6 Cylinder. | 19 Goblet. |
| 7 Cone. | 31 Indian club. |

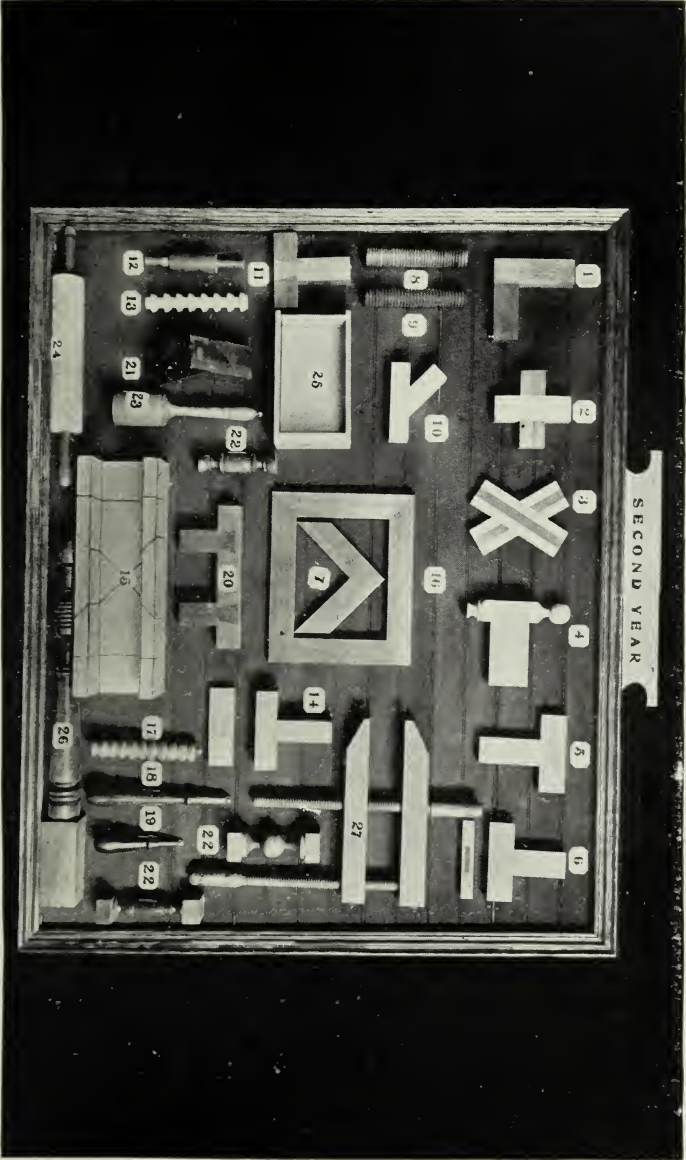
PATTERN MAKING

- | | |
|----------------|----------------|
| 12 Cylinder. | 15 Collar. |
| 13 Dumb bells. | 16 Face plate. |
| 14 Washing. | 17 Pulley. |

CARVING

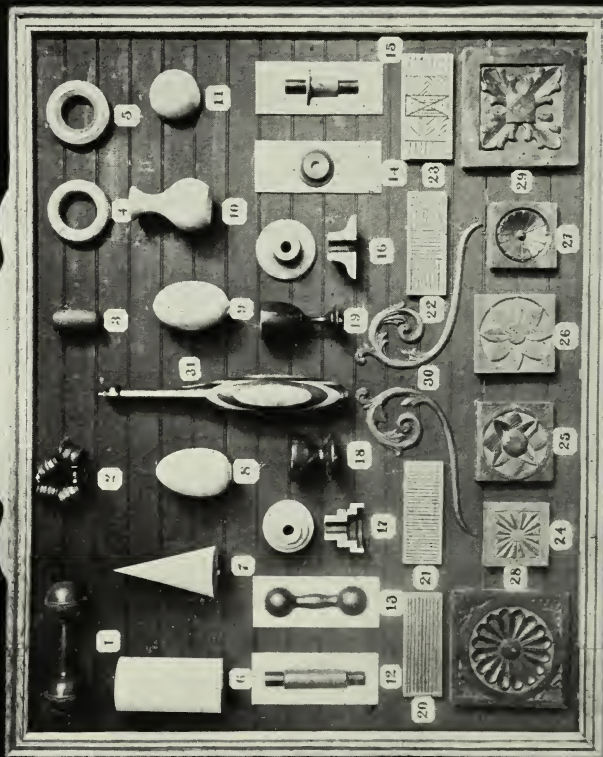
- | | | |
|---|----|--|
| 20 With the grain. | 24 | } Angle blocks of different
designs with different tools. |
| 21 Across the grain. | 25 | |
| 22 Combination of exercises 20
and 21. | 26 | |
| 23 Combination of straight
lines. | 27 | |
| | 28 | |
| | 29 | |
| | 30 | Scrolls. |

After the exercises of each year are completed they are combined into some useful article of furniture, the boy furnishing the material and keeping the article made.



MANUAL TRAINING—SECOND YEAR.

THIRD YEAR.



MANUAL TRAINING—THIRD YEAR.

In this finished product he is taught to combine principles learned, to fill and bring out the grain of the wood, the use and the application of shellac and varnish; in short, all that is required to make a finished piece of work in wood. Such articles have been made as writing-desks, bookcases, hat racks, side-boards, etc.

It requires much more knowledge, skill, patience and forethought to combine six to twenty joints in one piece than to make a simple joint. At the same time the boy is learning something of wood in these larger pieces that he cannot get in planing a piece six or twelve inches long. He must use good taste in arranging the different pieces of wood so as to bring out the grain and have them properly matched.

This work is all voluntary.

There are but few boys finishing the course of exercises who do not complete a finished piece. This "finished product" is the stimulus to the boy through the entire course.

An exhibition of this work is held annually at the close of the year when hundreds of citizens examine it. It seems to meet with the favor of all who see it.

A cut representing specimens of this work for last year may be seen on another page.

TEACHERS' TRAINING SCHOOL

The Training School was opened in 1888. The action of the Board of Education in June, 1893, awarding diplomas to those completing the Course of Study in Theory and Practice, has had great influence in establishing the professional standing of the school.

The general plan that has been in operation during the past fifteen years is as follows:

Practice.—The practice work of this department is of three kinds: (1) Teaching the first and second grade pupils of the Central School, each teacher having charge of a school averaging twenty-five in number. (2) Filling temporary vacancies caused by the absence of the regular teachers in the city schools. (3) Assisting in the different ward schools whenever overcrowding of pupils makes such help necessary.

Theory.—Each week four meetings of the class are held for recitations, reports on educational reading, and discussions of the best methods of teaching. Lessons in drawing and vocal music are given by the special teachers of these subjects.

COURSE OF STUDY

FALL TERM

I. "Halleck's Psychology."

Required Reading: Selections from "Psychology in the School Room"—Dexter and Garlick; "Basis of Practical Teaching"—Bryan; "Principles of Teaching"—Thorndike; "Thinking, Feeling, Doing"—Scripture; "Talks to Teachers on Psychology"—James.

II. *Primary Methods.*—Methods of teaching reading, writing, numbers, and language in the first and second grade. Examination and discussion of the best primary text-books.

III. *Drawing*.—"Books I, II and III, Art Education." Leaves, fruits, and vegetables in light and shade. Blackboard drawing and water colors.

WINTER TERM

I. "Painter's Educational History."

Required Reading: Selections from "Barnes' General History;" "Quick's Educational Reformers;" "Life of Pestalozzi;" "Life of Froebel;" Rousseau's "Emile;" History of Pedagogy—Compayre.

II. *Methods*.—Methods of teaching reading, arithmetic, and language in the third and fourth grades.

III. *Drawing*.—"Books IV, V, and VI, Art Education." Groups of models in outline and in light and shade. Drawing of objects and groups of objects based on type forms. Blackboard drawing, charcoal, and water colors.

SPRING TERM

I. "Page's Theory and Practice of Teaching."

II. *Methods*.—Methods of teaching reading, language, arithmetic, and geography in the advanced grades. Acquaintance with the text books used in the grades of the Galesburg schools.

III. *Miscellaneous*.—Rules and regulations of the Galesburg Schools. Reports and records. Completion of note books and drawings and reports of general reading.

REQUIRED READING

"A Study of Child Nature"—Elizabeth Harrison.

"Reading, How to Teach It"—S. L. Arnold.

"Life of Pestalozzi"—Krusi.

"Life of Froebel"—Page.

"How to Tell Stories"—Sarah C. Bryant.

Selections from—

"Waymarks for Teachers"—S. L. Arnold.

"The Plan Book"—Marion George.

- "How to Enjoy Pictures"—M. S. Emory.
 "Quincy Methods"—Patridge.
 "Basis of Practical Teaching."—Bryan.
 "Principles of Teaching"—Thorndike.
 "Thinking, Feeling, Doing"—Scripture.
 "Talks to Teachers"—James.
 "Educational Reformers"—Quick.
 "General History"—Barnes.
 "Emile"—Rousseau.
 "History of Education"—Compayre.
 "Leonard and Gertrude"—Pestalozzi.

TEXT BOOKS USED IN THE GRADES

The Taylor First Reader.....	Adopted August, 1905.....	\$.25
Progressive Second Reader.....	Adopted November, 1902.....	.30
Progressive Third Reader.....	Adopted November, 1902.....	.40
Progressive Fourth Reader.....	Adopted November, 1902.....	.50
Progressive Fifth Reader.....	Adopted November, 1902.....	.60
Williams' Choice Literature.....	Adopted August, 1905.....	.40
Swinton's New Language Lessons.....	Adopted previous to 1880.....	.40
Sheldon's Advanced Language Lessons ..	Adopted August, 1895.....	.65
The Arithmetic Primer.....	Adopted December, 1901.....	.25
Werner Arithmetic, Book I.....	Adopted December, 1901.....	.40
Werner Arithmetic, Book II.....	Adopted December, 1901.....	.40
Werner Arithmetic, Book III.....	Adopted December, 1901.....	.40
Morton's Elementary Geography.....	Adopted December, 1901.....	.55
Morton's Advanced Geography.....	Adopted December, 1901.....	1.00
U. S. History—Montgomery	Adopted August, 1895.....	1 21
Modern Music Course.....	Adopted August, 1905.....	.....
Book I.....	.....	.30
Book II.....	.....	.40
Book III (Alternate).....	.....	.50
Text Books of Art Education.....	Adopted August, 1905.....	.....
Books I and II.....	.....	.25
Book I II.....	.....	.30
Books IV, V and VI.....	.....	.45
Book VII.....	.....	.55
Medial Writing—Books I to VIII.....	Adopted August, 1907.....	.05
Progressive Speller—Part II.....	Adopted August, 1905.....	.15
Stowell's Primer of Health.....	Adopted August, 1898.....	.30
Stowell's Healthy Body.....	Adopted August, 1898.....	.50
Blaisdell's How We Live.....	Adopted August, 1898.....	.65

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OUTLINE OF COURSE OF STUDY

The following outline of studies pursued by the pupils of the Galesburg schools has been prepared with a view of making it intelligible to any patron who may wish to know what his child is doing each year in each subject, the regular course of study being, as is always the case, for the use of the teachers who have the text-books at hand to which they can refer. Such an outline has been suggested by the many statements and inquiries made by parents in regard to their children's progress and its object is to aid and encourage parents to take an active interest in the work of their children, and thus to secure their intelligent sympathy.

READING

This is the most important branch of study in the education of the child, for it is the key to all other studies.

In the first year of school the child is expected to complete the First Reader; in the second year, the Second Reader; in the third year, the Third Reader. The fourth and fifth years are given to the Fourth Reader. The Fifth Reader is used in the sixth and seventh years and a supplementary reader is read in the eighth year. Much supplementary reading is used in each grade.

When a pupil can read fluently and with proper expression, both the required and supplementary reading of his grade, give the meaning of all the words and spell those in ordinary use, name and tell the uses of the different marks of punctuation, and, in the more advanced grades, explain the geographical, biographical, and literary references in the selections read, he has attained the standard sought for promotion in reading.

ARITHMETIC

NOTE. This course of study in arithmetic was prepared especially for the Public Schools of Galesburg Illinois, by Mr. Frank H. Hall.

author of the Werner Arithmetics, to whom we feel greatly indebted for this valuable service.

FIRST HALF YEAR

I. Examine each pupil as to his number knowledge. To do this:

- (1) Place before him 20 or 30 toothpicks, splints or crayons. Then say, give me two; give me four; give me three, etc.
- (2) Put four crayons into the hands of the pupil. Then say, give me half your crayons. Do the same with six crayons; with one crayon; with three crayons, etc.
- (3) With crayons or toothpicks arranged in groups to correspond with each statement, say,
Two crayons and two crayons are.....
Three crayons and one crayon are.....
Three crayons and two crayons are.....
Etc., Etc.
- (4) Pupils who do well in the foregoing should be tested as to their imagining power with such incomplete statements as the following, the objects themselves not being present to the senses:
Two apples and two apples are.....
Three marbles and one marble are.....
Three oranges and two oranges are.....
Etc., Etc.
- (5) Make a careful record of the pupil's attainments with respect to number.

II. Beginning with each pupil *at the point of hesitation*, teach orally the number facts given on pages III, IV, V and VI, of Chapter I, of Hall's Arithmetic Primer. At first the work must be done mainly by means of individual instruction. Later, the children may be taught in groups, provided each group is made up of pupils of similar attainments; but frequent changes in the grouping will be necessary, and the teacher must never lose sight of the individual pupil—must never attempt to teach the class.

III. At the close of the half-year each pupil should be familiar with the following:

- (1) The first six primary facts of addition, namely, 1 and 1, 2 and 1, 2 and 2, 3 and 1, 3 and 2, 4 and 1.

- (2) Five multiplication facts, namely, 2 2's, 2 5's, 2 10's, 3 10's, 4 10's.
- (3) Six partition facts, namely, $\frac{1}{2}$ of 4, $\frac{1}{2}$ of 10, $\frac{1}{2}$ of 20, $\frac{1}{2}$ of 40, $\frac{1}{2}$ of 3, $\frac{1}{2}$ of 5.

SECOND HALF YEAR

I. Do the remainder of the work suggested in Chapter I of the Arithmetic Primer.

II. Do the work suggested in Chapter II of the Arithmetic Primer. The four topics in this chapter, "Administration," "Nature Study," "Construction Work," and "Reading," are *not to be presented consecutively*; but work should be selected from each according to the needs and the ability of the pupils. Indeed many of these applications of number knowledge may be used during the first half year of school, and it may be necessary to omit some of them until the second school year. *Only so much should be attempted as can be well done.*

III. **At the close of the first school year, the minimum amount accomplished should include, in addition to the number facts given in the work for the first half-year, the following:**

- (1) Six primary facts of addition, namely, 3 and 3, 4 and 2, 5 and 1, 4 and 4, 5 and 5, 6 and 6.
- (2) Six multiplication facts, namely, 2 3's, 2 4's, 2 6's, 3 3's, 3 4's, 4 3's.
- (3) Five partition facts, namely, $\frac{1}{2}$ of 6, $\frac{1}{2}$ of 8, $\frac{1}{2}$ of 12, $\frac{1}{4}$ of 12, $\frac{3}{4}$ of 12.

NOTE.—The method of procedure in teaching the above facts must be that indicated in the Arithmetic Primer. Figures, if employed at all, must be used sparingly, and the facts presented, first by means of objects, then by the imaging of objects. After the clear perception of a primary number fact, it should be perfectly memorized.

THIRD HALF YEAR

I. Teach orally the number facts and applications given in the Primer of Arithmetic, pages 1 to 40. Much of the work is a review of that done in Grade I.

II. About January 1st the Primer may be put into the hands of pupils for reviewing, *by means of printed symbols*,

the facts and applications of number that have already been taught *by means of spoken symbols*.

III. At the close of this half year, each pupil should be familiar with the first 33 primary facts of addition and the corresponding subtraction facts. (See Book I., page 6.) He should know the 12 facts of multiplication given on page 41 of the Primer, and the partition facts and denominate number facts given on the same page.

FOURTH HALF YEAR

I. No new primary addition facts are introduced during this period, but great care must be taken that the pupil does not "lose his grip" upon the 33 already learned.

II. Pupils who master the first 40 pages of the Primer during the third half-year, will easily complete the book during the fourth half-year. The number facts should be taught orally and the books put into the hands of the pupils from time to time for reviewing that which they have already learned.

III. In this period (or in any period) only so much should be attempted as can be well done. The pupil who masters half the work given in the Primer will be much better prepared for Book I. than the pupil who "goes through" the entire book but does his work in an unsatisfactory manner.

IV. The work should be done mainly without slate or paper. After the pupil can add 46 and 12 or 49 and 12 "mentally," he may be allowed to use a pencil in doing it—*not before*.

V. At the close of the second school year, the minimum amount accomplished should include the following:

- (1) The first 33 primary facts of addition and the corresponding subtraction facts.
- (2) At least half of the 34 primary facts of multiplication (2 times 2 to 6 times 6) given in the Primer.
- (3) The adding "mentally" of 2, 3, 4, 10, 11, and 12, to any number less than 100, and the subtracting "mentally" of any one of the above numbers from any number greater than itself and not greater than 100.

- (4) The dividing (partition) as indicated in the following: $\frac{1}{2}$ of 5 inches, of 7 inches, of 46, of 65; $\frac{1}{3}$ of 6, of 9, of 12; $\frac{2}{3}$ of 6, of 9, of 12; $\frac{1}{4}$ of 12; $\frac{3}{4}$ of 12, etc.
- (5) The imaging of squares, oblongs, and cubes; shown by the ability to answer simple questions concerning these when the objects themselves are not present to the senses.
- (6) The writing of numbers from 1 to 150.

GRADE III.

Observe that the work of this grade and of Grade IV., is an elaboration of the *primary spiral* suggested in the following:

$$6+2=8 \quad 6-2=4 \quad 6c \times 2=12c \quad 6c \div 2c=3 \quad 6c \div 2=3c$$

In Book I., this spiral appears five times on page 9, twice on page 10, five times on page 11, and more than one hundred fifty times in all. On page 23, common fractions are introduced into the spiral; on page 70, decimals. The entire book is built on and around this spiral.

FIRST MONTH.—Werner Book I., pages 9 to 24.

SECOND MONTH.—Werner Book I., pages 25 to 40.

THIRD MONTH.—Werner Book I., pages 41 to 56.

Observe that on page 41 three new number facts are introduced. Others appear at the tops of pages 47, 48, and 51. After these are clearly perceived they should be perfectly memorized.

FOURTH MONTH.—Werner Book I., pages 57 to 72.

Note the new number facts at the tops of pages 57, 61, 67, and 71. While these are being taught, take care that those already learned are not forgotten. Teach carefully and thoroughly the meaning of problems 4 and 5 on page 64. Teach the writing of tenths decimally; see page 70.

FIFTH MONTH.—Werner Book I., pages 73 to 88.

Teach the number facts given at the tops of the pages. Do not neglect the review given on page 82. See that the pupil knows the meaning of problems 5 and 6 on page 84.

SIXTH MONTH.—Werner Book I., pages 89 to 104.

Take care of the new number facts at the tops of the pages and of problems 5 and 6 on page 94. Review the problems at the bottom of page 90 as preparation for those at the bottom of page 100.

SEVENTH MONTH.—Werner Book I., pages 105 to 120.

For seat-work, require pupils to copy part of a page of the book, filling all the blanks; or give problems similar to those found at the bottom of pages 104, 108, 114, 118, or like those on pages 110 and 120.

EIGHTH MONTH.—Werner Book I., pages 121 to 136.

See that the primary multiplication facts are perfectly memorized; both those in the month's work and all that the pupil is supposed to have learned before.

NINTH MONTH.—Werner Book I., pages 137 to 153.

At the close of the third school year, the minimum amount accomplished should include the following:

- (1) The 45 primary facts of addition and the 81 corresponding subtraction facts. See Book I., pages 6 and 82, and "Arithmetic: How to Teach It," page 22.
- (2) The 64 primary facts of multiplication and the 128 corresponding facts of division. See Book I., page 152, and "Arithmetic: How to Teach It," pages 22 and 23.
- (3) All the denominate number facts that appear in Part II. of Book I.
- (4) Adding, subtracting, multiplying, dividing, ("measurement") and dividing ("partition"); (1) with simple numbers, such as appear at the bottom of pages 124, 128, 134, 138, 144; (2) with common fractions, such as appear at the tops of pages 126, 136, 146, and on pages 147, 148, 149, and 150; (3) with decimals (tenths) such as appear on pages 70, 80, 90, 100, 110, 120, 130, 140, and 153.

NOTE.—The teacher should insist from the first and until the last, upon accuracy in *all figure manipulation*. The pupil should solve every problem twice and, whenever practicable, in two ways, before submitting the answer to the teacher. To illustrate: If he is re-

quired to multiply 26 by 4, he should prove his work by finding the sum of 4 26's, or he may multiply 26 by 3 and add 26 to the product. Read pages 18, 19, 20, and 21 of "Arithmetic: How to Teach It."

GRADE IV.

In Book I., compare pages 155 and 195; 156 and 196; 157 and 197, etc. Observe that the *primary spiral* continues to be the basis of the work and that one part of the book is usually a direct preparation for some other part of the book. If at any point pupils have serious difficulty, something has been omitted or passed over too lightly. Do not attempt to explain away the difficulty but find the cause of the weakness and allow the pupils to strengthen themselves by doing that which has been too hastily passed over. In many instances a review of some portions of Part II. will be necessary as preparation for certain pages of Part III.

FIRST MONTH.—Werner Book I., pages 155 to 166.

For seat-work pupils may copy certain pages, filling the blanks, or they may re-solve the problems on pages 100, 110, 120, 130, 140, and 153; or the teacher may provide problems similar to those found on page 153. Problems (*a*), (*b*), (*c*), etc., at the bottoms of pages 158, 159, 160, 161, 162, 163, 164, 165, and 166 are for seat-work.

SECOND MONTH.—Werner Book I., pages 167 to 178.

All the *letter* problems are for seat-work. Observe that the problems to which *numbers* are prefixed are, in most instances, a direct preparation for other problems to which *letters* are prefixed. The *numbered* problems are for class work.

THIRD MONTH.—Werner Book I., pages 179 to 190.

Observe the foot-notes and the suggestions to teachers at the tops of the pages. Seat-work, as directed for second month. Pupils should be able to solve problems on page 184 *without errors*.

FOURTH MONTH.—Werner Book I., pages 191 to 202.

Note that page 155 is the preparation for page 195; page 156 for 196, etc. If good work was done during the first

month of this school year, the work of the fourth month will not be found too difficult.

FIFTH MONTH.—Werner Book I., pages 203 to 214.

“Make haste slowly.” Review if necessary. *Two problems are given in the work of this month that are too difficult for pupils at this stage of their progress.* See if pupils will discover them.

SIXTH MONTH.—Werner Book I., pages 215 to 226.

While doing the regular work for this month, frequently review the work in decimals.

SEVENTH MONTH.—Werner Book I., pages 227 to 238.

Continue the review of decimals.

EIGHTH MONTH.—Werner Book I., pages 239 to 250.

Note that “long division” problems now appear for the first time, except the preparatory work on page 238. During this and the following month an unusual amount of attention should be given to *figure processes*—work with the pencil in the so-called fundamental operations of adding, subtracting, multiplying, and dividing, with simple integral numbers.

NINTH MONTH.—Werner Book I., pages 251 to 256.

First, have pupils read these pages in class; then read them at their seats. The main point is, not that these statements should be committed to memory, but that they should be understood. By use, the pupils have already become familiar with most of the terms employed and have learned most of the number facts given. Perhaps the pages may prove helpful to pupils in learning to express their own thoughts about the processes and relations of which arithmetic treats.

During the month much attention should be given, if necessary, to the fundamental operations with figures—particularly to “long division;” not *very* long either: about as long as the problems appearing at the bottom of page 250.

At the close of the fourth school year, pupils should be able:

- (1) To read and write all integral numbers that can be represented by four figures or less.
- (2) To add, subtract, multiply, and divide:
 - (a) Integral numbers represented by four figures or less, no divisor or multiplier being employed consisting of more than two figures.
 - (b) Common fractions, with no denominator larger than 20.
 - (c) Decimals—tenths and hundredths only.
 - (d) Denominate numbers similar to those found in Book I.
- (3) To use correctly, and understand when others use them, the following terms: Sum, minuend, subtrahend, difference, multiplicand, multiplier, product, dividend, divisor, quotient, fraction, numerator, denominator, improper fraction, proper fraction, area, perimeter, square, oblong, cube, triangle, pentagon, decimals, decimal point.
- (4) To solve easily and quickly problems like the following:

$\frac{2}{3}$ of 6 are.....	6 are (or is) $\frac{2}{3}$ of.....
$\frac{2}{3}$ of 3 are.....	3 are (or is) $\frac{2}{3}$ of.....
$\frac{2}{3}$ of 12 are.....	12 are (or is) $\frac{2}{3}$ of.....
$\frac{2}{3}$ of \$2.50 is (?)	\$2.50 is $\frac{2}{3}$ of.....
8 is what part of 12? etc., etc.	

Do similar work with 1 third, 1 fourth, 3 fourths, 1 fifth, 2 fifths, 3 fifths, and 4 fifths. See Book I., page 17, bottom of pages 30 and 72, top of pages 232, etc.

GRADE V.

FIRST MONTH.—Werner Book II., pages 11 to 26.

Read "Suggestions to Teachers," page 10. Read "The Foundation," page 5. Use Book I. in preparing for the work of Book II. whenever necessary. The main business of the teacher is to see that the pupil is prepared for a given page before he undertakes its mastery.

SECOND MONTH.—Werner Book II., pages 27 to 42.

If a page seems difficult, prepare for it by reviewing the 20th and 10th pages preceding it.

THIRD MONTH.—Werner Book II., pages 43 to 58.

If the *letter problems* do not furnish a sufficient amount of seat-work, give additional problems from the "Supplementary

Seat-Work" in the Teachers' Hand-Book to the Werner Arithmetics.

FOURTH MONTH.—Werner Book II., pages 59 to 74.

FIFTH MONTH.—Werner Book II., pages 75 to 90.

SIXTH MONTH.—Werner Book II., pages 91 to 106.

Review as preparation for an advance lesson whenever this seems necessary. If page 103 seems difficult, review pages 83 and 93. Often ask pupils to *tell the meaning* in multiplication and division problems.

SEVENTH MONTH.—Werner Book II., pages 107 to 122.

If the percentage work gives trouble, review all the preceding percentage pages. If *any* page gives trouble, review, *review*, REVIEW.

EIGHTH MONTH.—Werner Book II., pages 123 to 138.

NINTH MONTH.—Werner Book II., pages 139 to 149.

At the close of the fifth school year, pupils should be able to do accurately work similar to that given in Part I of Werner Book II, under seven heads, namely:—Simple Numbers, Common Fractions, Decimal Fractions, Denominate Numbers, Measurements, Ratio and Proportion, and Percentage. Pages 141 to 149 may be regarded as test pages. Pupils who can, without assistance, solve the problems on these pages accurately, will thus prove themselves masters of this part of Book II.

GRADE VI.

FIRST MONTH.—Werner Book II., pages 151 to 166.

If more can be accomplished than what is here assigned, give additional problems from the "Supplementary Seat-Work" in the Teachers' Hand-Book to the Werner Arithmetics.

SECOND MONTH.—Werner Book II., pages 167 to 182.

THIRD MONTH.—Werner Book II., pages 183 to 198.

Before attempting page 194, review pages 164, 174, and 184. Note that pages 162, 163, 173, 183, give the preparation

for 193, and 203. Take care that pupils know the meaning of problems on these pages before their solution is attempted.

FOURTH MONTH.—Werner Book II., pages 199 to 214.

FIFTH MONTH.—Werner Book II., pages 215 to 228.

The specific-gravity problems will not be found difficult, if pupils understand the meaning of the term. Read notes at bottom of page 214.

SIXTH MONTH.—Werner Book II., pages 229 to 242.

The “inverting of the divisor” appears for the first time on page 232. If the teacher desires further discussion of this popular *short cut* in division of fractions, see Book III., page 101.

SEVENTH MONTH.—Werner Book II., pages 243 to 256.

EIGHTH MONTH.—Werner Book II., pages 257 to 270.

NINTH MONTH.—Werner Book II., pages 271 to 288.

First have pupils *read* these pages *in class*. If they apprehend the statements therein given, they will at length comprehend them. *Do not ask pupils to memorize what they do not apprehend, or express what they do not perceive.*

During the ninth month attention may be given to accuracy in the more common figure processes. Use the “Supplementary Seat-Work” in the Hand-Book if necessary.

GRADE VII.

FIRST MONTH.—Werner Book III., pages 11 to 30.

Pupils should read the first ten pages (11 to 20) in class, filling all the blanks. If necessary, supplement the second ten pages (21 to 30) with examples selected from pages 319 and 320.

NOTE.—In the later editions of Book III., 64 pages of “Supplementary Problems” are given. These are provided to give elasticity to the Course. The extent to which these shall be employed in practice must depend upon the needs of the pupils and the judgment of the teacher. They may be omitted altogether and taken in the high school as a review of the work in arithmetic.

THE AUTHOR.

SECOND MONTH.—Werner Book III., pages 31 to 50.

Supplement the work, if necessary, with examples selected from pages 321, 322, 323, 324, 325, and 326.

THIRD MONTH.—Werner Book III., pages 51 to 70.

If more examples seem necessary, select from pages 327, 328, 329, 330, and 331.

FOURTH MONTH.—Werner Book III., pages 71 to 90.

For additional problems, if desired, see pages 332, 333, and 334.

FIFTH MONTH.—Werner Book III., pages 91 to 110.

Other examples for practice and for tests may be found on pages 335, 336, and 337.

SIXTH MONTH.—Werner Book III., pages 111 to 124.

Additional work may be selected from pages 338 and 339.

SEVENTH MONTH.—Werner Book III., pages 125 to 138.

Test pupils with examples found on pages 340, 341, and 342.

EIGHTH MONTH.—Werner Book III., pages 139 to 150.

For test problems, see pages 343, 344, 345, 346, and 347.

NINTH MONTH.—Werner Book III., pages 151 to 161.

Additional examples for practice and for tests may be found on pages 348 and 349.

During the ninth month give special attention again to accuracy in the more common figure processes. Pages 319, 321, 325, 335, 336, etc., provide the necessary problems for such a drill. Or, better, get actual business problems from the farms, the warehouses, the lumber yards, the creameries, the banks and the stores, in which the parents of some of the pupils are interested. Help the pupils to discover that inaccurate figuring is of no value whatever.

GRADE VIII.

FIRST MONTH.—Werner Book III., pages 151 to 170.

For tests and extra practice work for eighth year pupils, see "Supplementary Problems" found on pages 319 to 382 of

Book III. Teachers should select from these pages such work as seems best adapted to the needs of classes or of individual pupils.

SECOND MONTH.—Werner Book III., pages 171 to 190.

THIRD MONTH.—Werner Book III., pages 191 to 210.

FOURTH MONTH.—Werner Book III., pages 211 to 230.

FIFTH MONTH.—Werner Book III., pages 231 to 250.

SIXTH MONTH.—Werner Book III., pages 251 to 270.

SEVENTH MONTH.—Werner Book III., pages 271 to 286.

EIGHTH MONTH.—Werner Book III., pages 287 to 302.

NINTH MONTH.—Werner Book III., pages 303 to 318.

NOTE.—The remaining 64 pages of Book III. may be mastered by the more ambitious pupils, during the eighth school year; or they may be in part or wholly omitted (except as they are used for tests) until the third high school year.

THE AUTHOR.

LANGUAGE

Remarks.—The object of language teaching is to give the child correct forms for the expressions he is constantly using and to lead him to express his thoughts in an easy and connected manner.

Oral exercises should, as a rule, precede all written work. Careful instruction in composition should be given:

First, by class exercises in which the compositions are composed by the children and written on the board by the teacher.

Second, by a series of carefully prepared questions, the answers to which will form a connected story or description.

Third, by outlines which the children have helped to make.

Originality and variety of expression are the tests of good teaching. To aid the teacher in securing these results by making the work for each grade definite is the object of this outline with its references.

BOOKS OF REFERENCE.

These books are furnished the teachers by the Board of

Education. All references, if not otherwise indicated, are to Book I. of the series.

- (1) Two-Book Course in English—Hyde. D. C. Heath & Co.
- (2) Foundation Lessons in English.—Woodley. The Macmillan Co.
- (3) Metcalf's Elementary English.—Metcalf. American Book Co.
- (4) The Mother Tongue.—Arnold and Kittridge. Ginn & Co.
- (5) Language Lessons from Literature.—Cooley. Houghton, Mifflin & Co.
- (6) New Language Lessons.—Southworth. Benj. H. Sanborn & Co.
- (7) Language Through Nature, Literature and Art.—Perdue and Griswold. Rand, McNally & Co.

FIRST YEAR

ORAL.

I. *Freedom and Confidence*.—To this end the work should consist of conversations about such familiar objects as will sufficiently interest the pupil to induce him to take an active part. At this time the pupil should be required to give his answers in complete sentences.

II. *Reproduction of Stories*.—The teacher should furnish the pupil with new material for thought and conversation by means of stories, encouraging him to tell what has been presented. These stories should be both real and imaginary and such as will create a taste for good literature. The following stories and fables will be found suitable, both for reading aloud and for reproduction: "The Three Bears," "Cinderella," "The Discontented Pine Tree," "The Story of Cedric," "The Dog and his Shadow," "The Wind and the Sun," "The Mouse and the Lion," "Story of Columbus," "Story of the Pilgrims," "Story of Washington," "Story of Lincoln." These stories, with many others, can be found in Baldwin's "Fairy Tale and Fable," McMurray's "Classic Stories," Harrison's "Story Land," and Wiggin's "Story Hour."

Poems suitable for memorizing in the primary grades can be found in "Lullaby Land," by Eugene Field; "A Child's

Garden of Verses," by Robert Louis Stevenson, and "The Land of Song," a compilation of poems for children, published by Silver, Burdette & Co.

WRITTEN.

I. *Pupil's Name.*

II. *Accurate Copying of Script and Print.*

III. *Dictation of Short Sentences.*

IV. *Sentences Suggested by Pictures.*

References: Hyde, pp. 13, 16, 17.

Woodley, pp. 21, 26.

Metcalf, pp. 7, 8, 9.

The Mother Tongue, pp. 14, 15, 16, 17.

V. *Capitals and Punctuation.*—The first four topics in written language should teach the following uses of capitals and punctuation marks in telling and asking sentences:

- | | | |
|--------------------|---|---------------------------------------|
| 1 Capitals..... | { | (1) The first word of every sentence. |
| | | (2) Names of persons and places. |
| | | (3) The words I and O. |
| 2 Punctuation..... | { | (1) Period. |
| | | (2) Question mark. |

References: Hyde, pp. 1, 2, 3.

Woodley, pp. 16, 17.

Metcalf, pp. 5, 6, 7, 8.

The Mother Tongue, pp. 6, 7, 8, 9, 10.

SECOND YEAR

I. *Copying of Paragraphs and Stanzas.*

II. *Reproduction of Stories.*

References: Second Reader, pp. 42, 46, 49, 51, 68, 70, 79, 105, 150, 155.

Hyde, pp. 9, 22, 45, 60, 66, 69, 75, 89, 191.

Woodley, pp. 35, 42, 68, 70, 73.

Mother Tongue, pp. 28, 57, 74, 79, 83.

Southworth, pp. 6, 23, 119.

III. *Description of Pictures.*

References: Hyde, pp. 6, 14, 24, 32, 42, 54, 65.

Woodley, pp. 36, 56, 65.

IV. *Nature Study.*

References: Woodley, pp. 21, 25, 26, 46, 50.

Southworth, pp. 17, 22, 56, 57, 66, 67, 70, 74.

NOTE.—The written exercises in composition in this grade should consist largely of short compositions suited to the time and season; description of the month, its weather, products, sports, common flowers, fruits and vegetables, and especially of the holidays.

V. *Combining Sentences.*

References: Woodley, pp. 37-40.

Maxwell, pp. 43, 48, 53, 59, 76, 78.

VI. *Capitals.*—The use of capitals extended to the days of the week, the months of the year, and the holidays.

References: Hyde, pp. 23, 25.

Woodley, p. 51.

Metcalf, pp. 19-20.

Mother Tongue, pp. 19, 50, 57.

Southworth, pp. 30, 140.

NOTE.—The use of the Comma in a series of words having the same construction should here be taught.

VII. *Number and Form of Verbs.*—*Is* and *are*, *was* and *were*, *has* and *have*. *Go*, *see*, *do*.

References: Hyde, pp. 44, 46, 48, 50, 53, 54.

Woodley, pp. 74, 77, 126.

Metcalf, pp. 15, 16, 21, 80, 83.

Southworth, pp. 34, 52, 59, 70, 104, 107.

VIII. *Personal Pronouns.*—Pronouns used as subjects of verbs.

References: Hyde, p. 145.

Southworth, p. 99.

IX. *Apostrophe.*—The use of the apostrophe to denote omission of letters in a word.

References: Hyde, pp. 61, 62, 63.

Woodley, pp. 102, 187.

Metcalf, p. 89.

Mother Tongue, pp. 84, 85, 86.

Southworth, pp. 19, 46, 75.

X. *Adjectives*.—The articles *a*, *an* and *the*.

References: Hyde, pp. 117, 118, 119.
 Mother Tongue, p. 217.
 Language Lessons from Literature, pp. 64-65.

XI. *Choice of Words*.—Teach the pupils to avoid the use of *learn* for *teach*; *can* for *may* in asking questions; *lay* for *lie*, *set* for *sit*, and *them* for *these*.

References: Woodley, p. 159.
 Southworth, pp. 127, 129, 132, 145.
 Language Lessons from Literature, pp. 34-35, 188.

XII. *Homonyms*.—These are found in the Reader of this grade.

New, knew; blue, blew; no, know; our, hour; tail, tale; write right; one, won; wood, would; cent, sent; great, grate; ate, eight; there, their; hole, whole; sun, son; here, hear; by, buy; rose, rows; dear, deer; steal, steel; meat, meet; piece, peace; to, two, too; see, sea; led, lead; road, rode; bow, bough.

THIRD YEAR

I. *Composition*.

(1) Copying and Dictation:

References: Hyde, pp. 28, 45, 58, 62, 69, 82, 196.
 Metcalf, pp. 45, 46.
 Mother Tongue, pp. 49, 90, 98, 112, 155, 135, 150, 187.

(2) Reproduction:

References: Third Reader, pp. 17, 40, 70, 77, 81, 85, 151, 163.
 Hyde, pp. 22, 45, 60, 85, 191, 193.
 Woodley, pp. 30, 61-64, 87-88.
 Metcalf, pp. 14, 22, 26, 44, 54, 68.
 Mother Tongue, pp. 31, 47, 57, 74, 161, 174.
 Southworth, pp. 36, 39, 44, 64, 106.

(3) Invention: (A story suggested by a picture or outline.)

References: Hyde, pp. 32, 94.
 Woodley, pp. 36, 103.
 Metcalf, pp. 13, 17, 21, 43, 47.
 Southworth, pp. 70, 76, 83.

(4) Description:

References: Hyde, pp. 32, 94, 155.
 Woodley, pp. 29, 46, 82, 89, 96.

Metcalf, pp. 18, 32, 38, 39, 118.
 Mother Tongue, p. 30.
 Southworth, pp. 17, 25, 46, 61, 66.

(5) Letter Writing:

References: Hyde, pp. 37-42, 183.
 Woodley, pp. 57-60.
 Metcalf, pp. 92, 99, 106.
 Mother Tongue, pp. 62, 69, 111, 113, 132, 180.
 Southworth, pp. 40, 94, 110, 125, 155.

NOTE.—One exercise in each of the above forms of composition is required every month from each pupil.

II. *Combining Sentences.*

References: Woodley, pp. 37-40.

III. *Abbreviations.*—Titles, initials and dates.

References: Hyde, pp. 17, 26, 34, 35, 36.
 Woodley, pp. 130-132.
 Metcalf, pp. 9, 102, 103.
 Mother Tongue, pp. 18, 68, 72.
 Southworth, pp. 11, 14, 15, 33.

IV. *Forms of Verbs.*—Use of the irregular verbs *ring, sing, begin, bring, write, eat, tear, come, run, hear, take.*

References: Hyde, pp. 124, 126, 123.
 Metcalf, p. 112.
 Southworth, pp. 140, 142, 146, 151.
 Language Lessons from Literature, pp. 46-47, 123, 188, 189, 191.

V. *Personal Pronouns.*

References: Hyde, p. 145.
 Metcalf, pp. 80, 149.
 Southworth, p. 99.

VI. *Apostrophe.*—The use of the apostrophe to denote possession without regard to number.

References: Hyde, pp. 100-103.
 Woodley, pp. 153-155.
 Metcalf, pp. 74-75.
 Mother Tongue, pp. 123, 130, 275.
 Southworth, pp. 24, 26, 79, 91.

VII. *Adjectives*.—Use of *this* and *that* and their plurals.
Use of comparative and superlative forms.

References: Hyde, pp. 116, 117.
Metcalf, p. 66.
Southworth, p. 152.

VIII. *Quotations*.—The three forms of direct quotations are taught:

References: Hyde, pp. 56, 57, 190.
Woodley, pp. 70-73, 164-167.
Metcalf, pp. 109, 111, 144.
Mother Tongue, pp. 104, 138, 144, 201.
Southworth, pp. 37, 68, 87.

IX. *Homonyms*.—These are found in the Reader of this grade.

Made, maid; knows, nose; flower, flour; son, sun; see, sea; pair, pear; be, bee; ant, aunt; ate, eight; cents, sense; fair, fare; pail, pale; pane, pain; red, read; rode, road; not, knot. pray, prey; cent, sent, scent; four, fore; hare, hair; sail, sale.

FOURTH YEAR

I. *Composition*.

(1) Dictation:

References: Hyde, pp. 79, 82, 98, 121, 148, 157, 204.
Language Lessons from Literature, pp. 7, 22, 32, 46, 57, 64, 90, 100, 104.

(2) Reproduction:

References: Fourth Reader.
Hyde, pp. 60, 75, 89, 109, 149, 191.
Woodley, pp. 68, 73, 85, 168, 180.
Metcalf, pp. 23, 26, 54, 68, 75, 83.
Mother Tongue, pp. 79, 83, 88, 89, 91, 111.
Southworth, pp. 6, 36, 60, 66, 153.
Language Lessons through Literature, pp. 13-14, 69-71, 106, 110, 115-118, 123-124, 155.
Language through Nature, pp. 24, 47, 58, 75-76, 120, 128-131, 153, 155-158.

(3) Invention: (A story suggested by a picture or outline).

References: Metcalf, pp. 24, 39, 43, 47, 57, 62, 70, 81.
Mother Tongue, pp. 207, 208, 272.
Southworth, pp. 9, 12, 17, 25, 49, 90.
Language through Literature, pp. 12, 90, 98.

(4) Description:

- References: Hyde, pp. 113, 116, 127, 152.
 Woodley, pp. 32, 37, 65, 88.
 Metcalf, pp. 35, 50, 64, 73, 78, 87, 105.
 Mother Tongue, pp. 30, 47, 61, 75, 93, 100, 103.
 Southworth, pp. 20, 23, 57, 61, 97, 144.
 Language Lessons through Literature, pp. 1-2, 26,
 36, 72-74, 107-108.
 Language through Nature, pp. 26, 30, 33, 37, 40, 41,
 46, 48, 51, 52, 57, 61, 62, 64, 66, 70, 72, 79, 80, 81,
 94, 97, 101, 102, 103.

(5) Letter Writing:

- References: Hyde pp. 37-42, 69, 172, 183, 189, 200.
 Woodley, pp. 57-61, 79, 112, 132.
 Metcalf, pp. 92, 95, 96, 99, 100, 102, 106.
 Mother Tongue, pp. 58, 62-71, 75, 87, 90, 93.
 Southworth, pp. 94, 110, 116, 126, 136.
 Language through Literature, pp. 38-42, 45-46, 65-66.

II. *The Comma*.—Use of the comma in (*a*) case of address, (*b*) apposition, (*c*) quotation, (*d*) yes and no, and (*e*) a series of words.

- References: Hyde, pp. 59, 68, 198, 57, 195.
 Woodley, pp. 159-160, 37-40, 70-73, 124, 164-167.
 Mother Tongue, pp. 134, 135, 104-109, 111, 138, 141,
 201, 147.
 Southworth, pp. 49, 37, 38, 87, 81-82.

III. *Relative Pronoun*.—The distinctive uses of *who*, *which* and *that*.

- References: Hyde, pp. 76, 77, 174. Book Two pp. 66-78.
 Southworth, p. 153.

IV. *Interrogative Pronouns*.—The use of *who* in asking questions.

- References: Hyde, Book Two, pp. 78-81.
 Southworth, pp. 166-167.

V. *Verbs*.—(*a*) Correct use of the verbs *sit* and *set*, *lie* and *lay*, *rise* and *raise*. (*b*) Correct forms of the verbs *draw*, *know*, *blow*, *throw*, *grow*, *buy*, *think*, *run*, *climb*.

- References: Hyde, Book Two, pp. 153-154, 125-127.
 Woodley, Book Two, pp. 40, 41, 42.
 Southworth, pp. 127, 129, 130, 132, 133, 135, 110, 111,
 139, 140, 142, 143, 146.
 Language through Nature, pp. 128, 163, 189, 192, 193-
 194.

VI. *The Sentence*.—Every statement is made up of two parts. Separate these two parts by a short vertical line. Indicate the simple subject by a short horizontal line drawn under it, the simple predicate by two lines. The sentences should not be complex nor have their elements transposed. By slight changes suitable sentences can be obtained from the Reader.

- References: Hyde, p. 72.
 Woodley, pp. 16, 45, 173.
 Mother Tongue, pp. 186, 189, 198.
 Southworth, pp. 157, 158, 159.
 Language Lessons from Literature, pp. 3-7, 136.

VII. *Choice of Words*.—The correct use of *think*, *guess* and *expect*; *stop* and *stay*; *love* and *like*. Avoid the use of *have got* and *has got* to denote possession; *don't* for *doesn't*; *had ought* for *ought*. Avoid the use of *ain't*.

- References: Hyde, pp. 155, 156.
 Woodley, p. 179.
 Metcalf, pp. 121, 163.
 Southworth, pp. 46, 47.
 Language Lessons through Literature, pp. 66-67.

VIII. *Homonyms*.—These are found in the Reader of this grade.

Some, sum; night, knight; I, eye; sight, site; red, read; bear, bare; rays, raise; sail, sale; fur, fir; course, coarse; bee, be; stair, stare; vane, vain; in, inn; rains, reins; bad, bade; the, thee; their, there; threw, through.

FIFTH YEAR

Remarks.—Use, for the first, grammatical terms, and give the pupils a clear and concise definition of each after the point to be defined is comprehended by the class. Pupils should be

able, by the close of the year, to recognize the different parts of speech in sentences of simple construction.

I. *Composition.*

(1) *Reproduction:*

- References: Hyde, pp. 3, 9, 30, 48, 51, 66, 91, 98, 120, 128.
Woodley, pp. 35, 50, 73, 85, 120.
Metcalf, pp. 67, 71, 72, 73, 82, 104, 113, 159.
Mother Tongue, pp. 100, 108, 156, 168, 171, 230.
Southworth, pp. 32, 119, 122, 124, 130, 134, 141, 151.
Language Lessons through Literature, pp. 49-54, 69-71, 92-96.
Language through Nature, pp. 88-89, 162, 170, 171-173, 180, 187, 190-191, 201-203, 207, 215, 222, 232.

(2) *Invention: (A story suggested by a picture or outline.)*

- References: Hyde, pp. 43, 81, 95, 104, 136, 155.
Metcalf, pp. 10, 17, 21, 33, 36, 38, 42.
Mother Tongue, pp. 272, 281, 303.
Southworth, pp. 54, 109, 154.
Language Lessons through Literature, pp. 131, 139, 164, 172, 178.

(3) *Description: Use of outlines. Comparison. Pictures in poems.*

- References: Hyde, pp. 133, 175, 181, 187, 197, 205, 206.
Woodley, pp. 36, 65, 89, 105, 110.
Metcalf, pp. 29, 37, 41, 43, 47, 49, 50.
Mother Tongue, pp. 47, 61, 89, 146, 216, 238, 290.
Southworth, pp. 67, 72, 98, 103, 107, 113, 102, 106, 116.
Language Lessons through Literature, pp. 2-4, 8-12, 18-21, 28-31, 57-58, 101-103, 137-138, 142-143, 145, 156-157.
Language through Nature, pp. 104, 110, 111, 115, 132, 133-134, 139, 140, 141, 142, 148, 149, 152, 159, 160, 161, 162, 176, 177, 179, 188, 197, 199, 200, 203, 207, 209, 210, 212, 213, 214, 217-220, 230, 20, 38, 51, 58, 92, 105-106, 117, 145-147, 167-169, 183-186, 194-195, 227-229.

(4) *Letter Writing.*

- References: Hyde, pp. 37-41, 178, 183, 189, 190.
Woodley, pp. 57-61, 79, 112.
Metcalf, pp. 92-100, 106, 117, 120, 130.

Mother Tongue, pp. 244, 251-254.
 Southworth, pp. 40, 41, 94, 125, 144.
 Language Lessons through Literature, pp. 96, 179-180.
 Language through Nature, pp. 18, 19.

II. *Plural of Nouns.*

Words ending in s, z, sh, ch, and x.

Words ending in f, or fe.

Words ending in y.

References: Hyde, pp. 87-89. Book Two, pp. 32-40.
 Woodley, pp. 144, 145.
 Metcalf, pp. 61, 63.
 Mother Tongue, pp. 266-271.
 Southworth, pp. 63, 86, 71, 72.

III. *Properties of Verbs.*

Principal Parts: Present, past, past participle.

Form: Regular and irregular.

Use: Transitive and intransitive.

Mode: Indicative.

Tense: Present, past and future.

References: Hyde, pp. 123-124, Book Two, pp. 123-127, 103-107,
 109, 118-121.
 Metcalf, pp. 112-113, 132, 145, 159, 164, 173.
 Mother Tongue, pp. 282, 283, 287, 306.
 Southworth, pp. 111, 140, 142, 143, 146, 151, 152, 178,
 182-183.

IV. *The Comma.*—Use of the comma in inquiries, commands, series of words and phrases, and after *yes* and *no*.

References: Hyde, pp. 195-201, Book Two, pp. 315, 316.
 Woodley, pp. 40, 121, 160.
 Metcalf, p. 131.
 Mother Tongue, pp. 134, 147, 237.
 Southworth, pp. 81-82.

V. *The Sentence.*—Every statement is made up of two parts. Separate these two parts by a short vertical line. Indicate the simple subject by a short horizontal line drawn under it, the simple predicate by two lines. Adjective and adverbial modifiers should here be introduced. By slight changes, sentences suitable for analyzing can be obtained from the Reader.

References: Hyde, pp. 185-186, 176, 177, Book Two, pp. 3-8.
Metcalf, pp. 186-190.
Mother Tongue, pp. 180, 193, 289.
Southworth, pp. 157-160.

VI. *Cases of Nouns and Pronouns.*—The nominative case should include the subject of finite verbs and apposition; the possessive should exclude apposition; the objective should closely follow the governing word.

NOTE.—The subject and predicate of a sentence should always be pointed out by the pupil before he is asked to tell the parts of speech, case, or modifier.

References: Hyde, Book Two, pp. 45-51, 181-187.
Mother Tongue, pp. 187, 188, 289, 123-130.

VII. *Use of Auxiliary Verbs.*—Use of *shall* and *will*, *should* and *would*.

References: Hyde, Book Two, p. 131.

SIXTH YEAR

I. *Composition.*

- (1) Letter-writing: Two business letters written each month.
- (2) Reproduction: Two reproductions each month.

II. *Grammatical Construction.*

NOTE.—A text book is used this year by the pupils, and the following topics are taken from it:

1. The simple sentence and its classification as to use.
2. Subject modified by an adjective, a possessive noun, a noun in apposition, and a phrase.
3. Predicate modified by an adverb, a phrase and an object.
4. Predicate noun and an adjective.
5. Nouns:—common and proper.
6. Pronouns:—personal, relative and interrogative.
7. Adjectives:—qualifying and limiting.
8. Verbs:—transitive and intransitive.
9. Adverbs:—simple and conjunctive.
10. Conjunctions:—co-ordinate and subordinate.

11. Modification of nouns and pronouns, of verbs, of adjectives, and adverbs.

12. Four of the common rules for forming the plural of nouns.

13. The rule for forming the possessive case.

14. Declension of personal, relative, and interrogative pronouns.

15. Comparison of adjectives and the use of the comparative and superlative degrees.

16. Conjugation of verbs in the different voices, modes and tenses, paying particular attention to how each is formed.

NOTE.—No definition is considered to be understood until the pupil can give a sentence of his own construction to illustrate it.

SEVENTH YEAR

I. Composition.

(1) Letter Writing.

(2) Reproduction.

NOTE.—An exercise is required in each of these forms of composition, twice a month.

II. *Syntax and Analysis*.—Under Syntax the work includes the rule for:

(1) Subject of a verb.

(2) Agreement of verbs.

(3) Adjectives and participles.

(4) Possessive case.

(5) Noun in apposition.

(6) Objective case.

(7) Complement of a verb.

(8) Adverbs.

(9) Pronouns.

(10) Absolute case.

NOTE.—No rule is considered learned until the pupil applies it to sentences of his own construction.

Under Analysis the work embraces

(1) Classification of sentences as to their form.

(2) Analysis of the simple sentence with five rules for its punctuation.

- (3) Analysis of the complex sentence with its different kinds of clauses, and with four rules for its punctuation.
- (4) Analysis of the compound sentence, with two rules for its punctuation.

NOTE.—The pupil should be able to write readily any kind of a sentence.

EIGHTH YEAR

I. Composition.

- (1) Letter Writing.
- (2) Reproduction.

NOTE.—An exercise is required in each of these forms of composition, twice a month.

II. *Noun*.—All cases of the noun.

III. *Pronoun*.—Definition and declension of all pronouns.

IV. *Verb*.

- (1) Forms.
- (2) Uses.
- (3) Conjugation of the various forms.
- (4) Syntax.

V. *Sentences*.

- (1) Forms.
- (2) Uses.
- (3) Construction and analysis of each.

NOTE.—No definition or rule is considered learned until the pupil can state it in his own language and apply it to sentences of his own construction.

GEOGRAPHY

NOTE.—The following divisions were made by experienced teachers who have actually done the work. They are intended only to be suggestive to teachers, and possibly helpful to pupils who, for any reason, are absent for a part of the year.

FOURTH YEAR

MORTON'S ELEMENTARY GEOGRAPHY.

FIRST MONTH—pp. 7-20.

1. Shape of the earth.
2. Day and night.
3. Continents and oceans.

4. Latitude and longitude.
5. Surface of the earth.
6. Clouds, winds and waters.

SECOND MONTH.—pp. 20-38.

1. How the land has changed its form.
2. The ocean.
3. Climate, zones and seasons.
4. Plants and animals.
5. Means of communication.

THIRD MONTH.—pp. 38-46.

North America.

FOURTH MONTH.—pp. 46-59.

1. United States as a whole.
2. New England States.
3. States of the Atlantic Slope.

FIFTH MONTH.—pp. 59-69.

1. States of the Mississippi Valley.
2. The Plateau States.
3. States of the Pacific Slope.

SIXTH MONTH.—pp. 69-86.

1. Detached Possessions of the United States.
2. Other Countries of North America.
3. South America.

SEVENTH MONTH.—pp. 86-104.

Europe.

EIGHTH MONTH.—pp. 104-114.

Asia.

NINTH MONTH.—pp. 114-126.

1. Africa.
2. Australia.
3. Islands of the Pacific.

NOTE 1.—The aim of this year's work is to give the pupils only general ideas of the subject.

NOTE 2.—The pupils should know the divisions of land and water, their general shape, and their relative position. To this end map sketching should be almost a daily exercise.

NOTE 3.—A pupil should be able to make a memory sketch of any continent in three to five minutes, and nothing should appear in the sketch which the pupil cannot, at least, name.

NOTE 4.—A book, such as a geographical reader furnished by the Board of Education, is to be read in class by the pupils, or to them, while they are studying each continent.

FIFTH YEAR

MORTON'S ADVANCED GEOGRAPHY.

FIRST MONTH.—pp. 5-14.

1. Form and size of the earth.
2. Motions of the earth and their effects.
3. Latitude and Longitude.
4. Surface of the earth and its natural divisions.

SECOND MONTH.—pp. 14-31.

1. Zones and seasons.
2. Ocean Currents.
3. Changes in the earth's surface.
4. Life—vegetable and animal.

THIRD MONTH.—pp. 31-43.

1. Races and occupations.
2. Development of cities.
3. Governments and religions.

FOURTH MONTH.—pp. 43-59.

1. North America.
2. United States as a whole.

FIFTH MONTH.—pp. 59-71.

1. The New England States.
2. States of the Atlantic Slope.

SIXTH MONTH.—pp. 71-79.

1. States of the Mississippi Valley—Northern Section.
2. Special Geography of Illinois.

SEVENTH MONTH.—pp. 79-88.

1. States of the Mississippi Valley—Southern Section.
2. The Plateau States.

EIGHTH MONTH.—pp. 88-95.

1. States of the Pacific Slope.
2. Detached Possessions of the United States.

NINTH MONTH.—pp. 95-100.

1. Dominion of Canada.
2. Danish America.

NOTE 1.—Pupils should be able to make rapidly memory sketches of any section studied, and nothing should appear in these sketches which the pupils cannot name.

NOTE 2.—Special attention should be given to the physical as well as to the descriptive and political geography. As far as possible some important fact should be associated with each place located.

NOTE 3.—A geographical reader, furnished by the Board of Education, is to be read in class while each country is being studied.

SIXTH YEAR

MORTON'S ADVANCED GEOGRAPHY—COMPLETED.

FIRST MONTH.—pp. 100-105.

Mexico, Central America, West Indies.

SECOND MONTH.—pp. 106-115.

South America.

THIRD MONTH.—pp. 116-122.

Europe as a whole.

FOURTH MONTH.—pp. 123-135.

Separate countries of Europe.

FIFTH MONTH.—pp. 138-149.

Asia.

SIXTH MONTH.—pp. 150-157.

Africa.

SEVENTH MONTH.—pp. 158-164.

Australia and Islands of the Pacific.

EIGHTH MONTH.—pp. 5-43.

Geographical facts and principles.

NINTH MONTH.—pp. 45-95.

North America and United States.

NOTE.—Pupils should not dispose of their geographies at the end of this grade, for the subject will be thoroughly reviewed the last half of the eighth year, and the books will then be needed. In addition to this, a large geography is equal in importance to the dictionary as a book of reference, and one should be in every home; Morton's Advanced Geography is especially well adapted for this use as there is in the back part of the book a complete set of reference maps.

HISTORY

NOTE.—The following divisions were made by experienced teachers who have actually done the work. They are intended only to be suggestive to teachers, and possibly helpful to pupils who, for any reason, are absent for a part of the year.

SEVENTH YEAR

MONTGOMERY'S AMERICAN HISTORY.

FIRST MONTH.—pp. 1-24.

Discovery of America.

SECOND MONTH.—pp. 25-50.

Explorations.

THIRD MONTH.—pp. 51-67.

Virginia.

FOURTH MONTH.—pp. 77-96.

Massachusetts.

FIFTH MONTH.—pp. 67-76, 96-108.

New York, New Jersey, New Hampshire, Connecticut, and Maryland.

SIXTH MONTH.—pp. 103-126.

Rhode Island, Delaware, North and South Carolina, Pennsylvania, and Georgia.

SEVENTH MONTH.—pp. 127-151.

French and Indian War.

General State of the Country in 1763.

EIGHTH MONTH.—pp. 152-180.

Revolutionary War—To the Treaty with France.

NINTH MONTH.—pp. 180-195.

From the Treaty with France to Washington's Administration.

EIGHTH YEAR

MONTGOMERY'S AMERICAN HISTORY—COMPLETED.

FIRST MONTH.—pp. 195-224.

Organization of the Government.

Foreign Relations.

War of 1812.

SECOND MONTH.—pp. 225-252.

Monroe Doctrine.

Extension of Slavery.

Tariff and Nullification.

THIRD MONTH.—pp. 253-276.

Emigration.

Inventions.

Mexican War.

Slavery Disputes.

FOURTH MONTH.—pp. 277-302.

Causes of the Civil War.

Civil War—to the close of 1861.

FIFTH MONTH.—pp. 303-334.

The Civil War—from 1861.

SIXTH MONTH.—pp. 355-356.

Period of Reconstruction.

SEVENTH MONTH.—pp. 356-382.

Industrial and Social Development.

EIGHTH MONTH.—pp. 383-402.

Spanish-American War.

Expansion.

NINTH MONTH.

Review.

SPELLING

In grades First, Second, Third, Fourth, and Fifth, a printed "List of Words" is furnished each pupil by the Board of Education. The words contained in each list are those that have frequently been used and misspelled by the pupils of that grade in their written work.

In the Sixth, Seventh, and Eighth grades the Progressive Speller—Part II, is used: (1) Section 1 of the book in the Sixth Grade, (2) Section 2 in the Seventh Grade, and (3) Section 3 in the Eighth Grade.

PHYSIOLOGY

Physiology is taught in each grade the time required by the state law—usually during the winter term.

COURSE OF STUDY IN VOCAL MUSIC

(Prepared by Jessie Glaze Strong)

SUGGESTIONS FOR ALL TEACHERS:

In carrying out the methods in this outline, the teacher must constantly bear in mind that the basis of all music study in the public school is singing.

Require erect position and distinct articulation.

Seek intelligent artistic expression.

Always pitch songs and exercises with pitch pipe or instrument.

Do not allow flatting. If the pupils flat they are singing too loudly or it may be due to one or more individuals. Find such persons and have them use light tones.

In singing two part songs it is important that the children keep the alto in a soft and agreeable voice, since the forcing of the chest tones up into the head register, as is often the case, not only produces a hardness of tone, but does real injury to the voice.

Let all advance work be done individually. See that the other pupils study exercise or song in hand while the individ-

ual work is being done. This is very important. Do individual work at least half the time.

Let children mark rhythm with fore finger in easy and natural movement.

Regular teacher will please not leave room, look over or mark papers while supervisor is giving lesson, but attend strictly to lesson.

FIRST YEAR

Primer of Vocal Music in hands of teacher.

Lesson Period—Fifteen minutes daily.

The child's first formal instruction should be in the singing of rote songs. He should sing many songs until he is familiar with melody and until time has a definite meaning to him. While singing, the children should mark the accented beat of each measure.

In connection with the singing of the simpler songs, the children are taught to recognize the key tone or "do" of the key in which the song is written.

Separate the songs into phrases, which usually corresponds to the lines of the poem.

Teach syllable verse to the majority of songs.

SECOND YEAR

Primer of Vocal Music in hands of pupils.

Lesson Period—Twenty minutes daily.

Songs of first year reviewed and fully established in mind of child.

The children now begin to observe the notation of music. Their first study is based upon familiar songs.

As an introduction to this important step of training the eye the children may follow the notes of the printed song with their fore finger as they sing, marking the rhythm at the same time.

Sight Reading to be developed.

Use of evenly divided beat.

Two and three part singing through cannon and round.

THIRD YEAR

Book one—Page 7 to page 90.

Lesson Period—Twenty minutes daily.

Rote songs reviewed and continued.

The study of the staff including sight reading.

Development of evenly divided beat.

Use of unevenly divided beat.

Use of chromatics through song.

FOURTH YEAR

Book One—Reviewed and completed.

Lesson Period—Twenty minutes daily.

The children should review last year's work, taking such songs and exercises as illustrate the problems in each day's lesson.

Development of unevenly divided beat.

Development of sharp four.

Intermediate tones introduced.

Chromatics used in song.

Beginning of two part work.

FIFTH YEAR

Book Two—Page 1 to page 100.

Lesson Period—Twenty minutes daily.

Study carefully all problems worked out in the first, second, third, and fourth years. This is absolutely essential.

Development of larger tonal and rhythmical problems.

Development of flat seven.

Development of three part music.

Classification of voices.

SIXTH YEAR

Book Two—Reviewed and completed.

Singing Period—Twenty minutes daily.

One or more songs and several studies reviewed in each of the nine keys.

Develop minor scale.

Afterbeat note understood.

A great number of songs learned.

Greater variety of rhythm.

SEVENTH YEAR

Alternate Third Book—Page 7 to 84.

Singing Period—Twenty minutes daily.

Minor scales related to major.

The pupils should sing the familiar songs of the book.

The musical problems as found in the book, should be studied and mastered as mere musical problems. The knowledge thus gained should be applied to songs later on.

EIGHTH YEAR

Alternate Book Three. Complete book.

Singing Period—Twenty minutes daily.

In this grade the child should devote himself mostly to the study of song. The proportion of song singing and of the study of musical elements will easily adjust itself.

Definite understanding of minor relations.

Use of all major and minor keys.

Bass Clef used.

"If our art is not to sink to the level of trade, commerce, and fashion, the training for it must be complete, thorough, intelligent and really artistic."

DRAWING

(Prepared by Miss Ida Glenn)

"What I want to do is to put definitely before you a cause for which to strive. That cause is the Democracy of Art, the ennobling of daily and common work, which will one day put hope and pleasure in the place of fear and pain, as the forces which move men to labor and keep the world a-going."

—William Morris.

FIRST YEAR

Lesson Periods.—Fifteen to thirty minutes daily.

Materials.—Water color, colored crayons, charcoal.

Nature Work.—Grasses, flowers, fruits, vegetables, animals, landscapes.

Original Illustrations.—Stories, nursery rhymes, personal experiences.

Color Study.—Color chart, glass prism.

Decorative Work.—Simple decorations for book covers, boxes, bags, wall paper.

Industrial Work.—Paper folding and weaving. Rug weaving.

Picture Study.—Madonnas, animals, Landsier, Bonheur.

SECOND YEAR

Lesson Periods.—Fifteen to thirty minutes daily.

Materials.—Water color, charcoal. Book I. (Text Book of Art Education.) Nature Work, Plant life, landscapes, animals.

Original Illustrations.—Stories, children's poems, nursery rhymes, games, holidays.

Type Forms.—Sphere, cylinder, cube—toys and household objects based on these forms.

Color Study.—Color chart.

Decorative Work.—Borders, all-over designs—applied to book covers,—wall paper for doll house, boxes.

Industrial Work.—Paper construction, weaving rugs and hammocks.

Picture Study.—Life and works of Rosa Bonheur.

THIRD YEAR

Lesson Periods.—Three thirty minute lessons each week.

Materials.—Water color. Book II. (Text Book of Art Education.)

Nature Work.—Plant life, landscapes, animals. Special study of trees.

Original Illustration.—Continue work of Second Grade.

Type Forms.—Hemisphere, square prism, right tri-prism, —objects based on these forms.

Color Study.—Color chart.

Decorative Work.—Borders, all-over and single designs. Apply to objects.

Industrial Work.—Card board construction, raffia and ratan baskets.

Picture Study.—Life and works of Landseer.

FOURTH YEAR

Lesson Periods.—Three thirty minute lessons each week.

Materials.—Water color, pencil. Book III. (Text Book of Art Education.)

Nature Work.—Plant life, animals, landscapes, attitudes and actions of human figure.

Type Forms.—Cone, square pyramid, tri-prism—objects based on these forms.

Color Study.—Values in gray.

Decorative Work.—Designs for table linen, linoleum, mats, bags, boxes, calendars.

Industrial Work.—Useful objects in card board, raffia, ratan, textiles.

Picture Study.—Millet, Corot, Jules Breton.

FIFTH YEAR

Lesson Periods.—Three thirty minute lessons each week.

Materials.—Water color, pencil. Book IV. (Text Book of Art Education.)

Nature Work.—Special study in accented line, and pencil painting, of plant growth, landscape with use of finder, children's poses, animals from life.

Still Life.—Groups of objects based on type forms. Fore shortening.

Perspective.—Apparent direction of edges and outlines.

Color Study.—Value scale.

Design.—Filling definite shapes with design—modifications of natural growth or geometric figure. Decorative printing.

Industrial Work.—Continue work of Fourth Year.

Picture Study—Whistler, Sargent, Abbey, Alexander, Winslow, Homer.

SIXTH YEAR

Lesson Periods.—Three thirty minute lessons each week.

Materials.—Water color, pencil. Book V. (Text Book of Art Education.)

Nature Work.—Continue work of Fifth Year. Special work in composition.

Still Life.—Groups of objects in accented line, neutral values and color. Composition.

Perspective.—Relative direction of horizontal surfaces.

Color Study.—Complementary colors.

Design.—Balance, rhythm, decorative printing.

Industrial Work.—Cardboard construction, wood work, pottery, stenciling.

Picture Study—Turner, Burne-Jones.

SEVENTH YEAR

Lesson Periods.—Two lessons of forty-five minutes each week.

Materials.—Water color, pencil. Book VI. (Text Book of Art Education.)

Nature Work.—Decorative composition following a careful study of growth of plant—out door sketching, pose work.

Still Life.—Groups of objects—careful drawing of details.

Perspective.—Buildings—exteriors and interiors.

Color Study.—Rhythm in color and values.

Design.—Modifying different parts of the flower for units of design.

Industrial Work.—Continue work of Sixth Year.

Picture Study.—European architecture: Greek, Roman, Gothic, Renaissance.

EIGHTH YEAR

Lesson Periods.—Two lessons of forty-five minutes each week.

Materials.—Water color, pencil. Book VII. (Text Book of Art Education.)

Nature Work.—Special study of decorative composition in connection with study of plant growth, out door sketching, and pose work.

Still Life.—Decorative composition following the drawing and painting of objects.

Perspective.—Building street railroad—horizon line, vanishing point.

Color Study.—Use of complementary colors in design.

Design.—Continue work of Seventh Year.

Industrial Work.—Work in wood, leather, metal, clay, stenciling, wood block printing.

Picture Study.—DeVinci, Angelo, Raphael.

PHYSICAL CULTURE

(Prepared by Miss Soflena Mathis)

GENERAL DIRECTIONS:

To attain the best results in physical exercises the following rules should be observed:

1. Devote —— minutes every day to Physical Exercise.
2. Ventilate the room before exercising.
3. The teacher may select the most appropriate time. If it is thought necessary to exercise in the morning and afternoon sessions, the time devoted to the physical training may be divided accordingly.

4. Arrange the class in such a manner that the smaller pupils will be in front and the larger in the rear, so that the teacher can overlook the class more easily.

5. Impress upon the pupils, especially the girls in the higher grades, the benefit of wearing loose garments.

6. Arm and leg exercises ought to be practiced eight or more times, while trunk and head exercises are not to be practiced more than eight times in succession. Teachers should be careful that no part of the body is overtaxed.

7. Breathing exercises ought to be practiced every day, but for these as well as for all physical exercise, pure air is absolutely necessary.

8. Every teacher ought to memorize the exercises before conducting them, otherwise time is wasted and the lesson becomes tiresome to the pupils.

9. All new exercises should be shown by the teacher, but after the pupils fully comprehend an exercise it is not necessary to illustrate further, occasional corrections excepted. The pupils will then begin at the command of the teacher. Begin every lesson with a few preparatory movements, even when none are indicated, increase the exercise in strength and close the lesson with slower movements and breathing exercises.

POSITION

The erect position in the seat and fundamental position in the aisle are the first starting position, as from these all exercising begins.

All position of arms, legs, etc., are starting positions.

From the fundamental position we raise or swing the arms, we bend or turn the trunk or head, etc.

Special care should be given to the erect position in sitting and standing, especially in the first four grades. Neglect of this often results in the curvature of the spinal column and unduly prominent shoulder and hip.

Stooping forward when reading, writing or drawing, inclining the head or trunk to one side when reciting, habitually

supporting the main weight of the upper body upon one and the same leg as well as carrying the school books in a one-sided fashion—these in the main are the causes engendering contortion of the spinal column. In conclusion, I quote from Dr. F. A. Schmede's valuable work, "Our Body:—"

"A good carriage is a prerequisite to the proper healthful development of certain parts of the body, notably the chest. The correction of a faulty carriage becomes imperative, therefore, not only upon the ground of developing a physically beautiful form, but because it serves to check and prevent the attendant evils of a morbid predisposition and consequently the decay of vital organs."

ERECT POSITION IN SEAT

The sitting position must be erect, the hands on the desk and apart at shoulders width, thumbs beneath the edge of the desk, head up and chin drawn in, shoulders back, without touching the back of the seat, feet on the floor, heels together.

RESTING POSITION

Any convenient position in which the muscles are relaxed may be called a resting position, and after the pupils have practiced a number of exercises the teacher may give the command to rest, but this command ought not to be given too often, as in the brief time devoted to physical training in our schools the children's strength will hardly be overtaxed if arm, trunk and leg exercises are sufficiently varied; however, it may be necessary to rest when the teacher explains or shows a new exercise. At the command, in place, rest! move into the following position: Clasp hands backward and place right (left) foot backward. Care should be taken that the position of the feet is changed frequently, thus avoiding the habit of resting too much on one leg, for this may become the cause of a deformed spinal column.

CLOSING AND BREATHING EXERCISES

At the end of each lesson close with a breathing exercise. Practice these only by command and a few times, but execute very slowly.

Breathing exercises have a tendency toward quieting the system; therefore it is advisable to conclude every lesson in physical training with same.

Where arm exercises are indicated with breathing exercises, practice such very slowly and gracefully, inhale and exhale through the nostrils.

General Synopsis of the Physical Culture in the Grades

FIRST AND SECOND GRADES

Positions; simplest marching; running and skipping; imitation exercises; nature games; rhythmic games.

THIRD AND FOURTH

Gymnastics; preparatory body movements; marching; running; odd fancy steps; postural work and breathing; desk exercises; games; dumb bells introduced.

FIFTH AND SIXTH

Gymnastics; lesson, plan same as for third and fourth grades; increase exercise combination of movements demanding finer discrimination; facing drills; marching; running; addition of commands while running; games of a higher type of combination.

Poise-steps; introduction of wands and combination of movements with dumb bells.

SEVENTH AND EIGHTH

Gymnastics; increased physical and mental values through tactics executed without music, at command; training for dexterity and alertness. This age of children demands the addition of antagonistic and competitive work which requires special adaptation of running, vaulting and jumping exercises. Games involve increased endurance and skill. Introduction of Indian clubs and advanced work in dumb bells and wands.

Artistic gymnastics; poise-steps.

STATISTICAL REPORT--1906-1907

TABLE I

Showing the number enrolled and the number withdrawn during the year.

SCHOOLS	ENROLLED			WITHDRAWN		
	Boys	Girls	Both	Boys	Girls	Both
High School.....	238	441	679	43	52	95
Churchill.....	230	241	471	47	46	93
Hitchcock.....	229	218	447	30	20	50
Lincoln.....	257	272	529	27	31	58
Weston.....	316	318	634	60	43	103
Douglas.....	146	128	274	22	15	37
Cooke.....	88	73	161	14	9	23
Bateman.....	210	226	436	37	40	77
Central Primary.....	108	103	211	26	27	53
Total.....	1822	2020	3842	306	283	589

TABLE II

Showing the average enrollment, attendance, etc., in each school.

SCHOOLS	Average Enrollment	Average No. Belonging	Average Daily Attendance	Average Per Cent Attendance	Total Cases of Tardiness	Average Perfect Attendance
High School.....	612.0	598.6	586.6	97.9	516	327.5
Churchill.....	417.7	398.5	380.1	95.3	245	197.0
Hitchcock.....	446.7	397.3	378.4	95.2	104	213.0
Lincoln.....	462.2	445.6	431.3	96.3	117	224.3
Weston.....	543.9	512.3	482.1	94.1	200	223.2
Douglas.....	238.2	224.0	211.7	94.0	68	101.0
Cooke.....	132.3	125.3	119.0	94.9	35	66.2
Bateman.....	393.5	369.7	347.4	93.9	86	160.0
Central Primary.....	144.2	142.5	130.7	91.7	96	54.2
Total.....	3390.7	3213.8	3067.3	95.4	1467	1566.4

TABLE III

Showing number of pupils withdrawn from schools during the year with cause

SCHOOLS	Left City	Work	Sickness	Private School	Un-known	Indifference	Death	Vaccination	Suspended	Total
High School.....	12	50	12	4	0	16	0	0	1	95
Churchill.....	42	26	13	1	3	8	0	0	0	93
Hitchcock.....	17	5	23	1	0	3	1	0	0	50
Lincoln.....	27	11	13	1	4	2	0	0	0	58
Weston.....	55	20	13	2	6	4	2	0	1	103
Douglas.....	6	14	8	1	3	4	1	0	0	37
Cooke.....	12	4	3	1	1	1	1	0	0	23
Bateman.....	42	12	8	2	11	0	1	1	0	77
Central Primary.....	28	1	16	1	2	4	1	0	0	53
Total	241	143	109	14	30	42	7	1	2	589

TABLE IV

Showing number of pupils promoted from each grade, with age at time of promotion.

GRADES	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years	17 Years	18 Years	19 Years	20 Years	21 Years	Total
First.....	71	168	61	9	5	5	0	2	...	...	...	...	...	...	...	...	321
Second.....	...	66	155	79	27	11	3	2	...	...	...	...	...	...	...	...	343
Third.....	...	15	80	132	70	25	8	4	2	...	...	...	...	...	...	...	336
Fourth.....	3	48	134	98	34	20	2	2	1	...	...	...	...	...	342
Fifth.....	1	62	112	80	42	17	5	2	...	...	...	...	...	321
Sixth.....	6	41	92	57	26	3	1	...	...	1	...	...	227
Seventh.....	4	48	89	63	18	4	...	...	...	...	...	226
Eighth.....	1	6	50	64	59	28	6	2	...	...	...	216
Ninth.....
Tenth.....
Eleventh.....
Total.....	71	249	299	269	304	297	271	266	174	87	36	6	2	1	...	...	2332

TABLE V

Showing number of pupils completing grade, with time in grade.

Column I.—Number completing grade in *one* year.Column II.—Number completing grade in *less* than one year.Column III.—Number completing grade in *more* than one year.

GRADES	I	II	III	Total
First	108	99	114	321
Second	211	59	73	343
Third	248	50	38	336
Fourth	249	40	53	342
Fifth	231	59	31	321
Sixth	169	23	35	227
Seventh	170	21	35	226
Eighth	163	6	47	216
Ninth				
Tenth				
Eleventh				
Total	1549	357	426	2332

TABLE VI

Showing number beginning first grade, by schools and terms.

SCHOOLS	Fall	Winter	Spring	Total
Hitchcock	43	5	4	52
Lincoln	39	3	13	55
Weston	48	4	18	70
Douglas	18	5	3	26
Cooke	34	5	5	44
Bateman	33	7	11	51
Central Primary	54	15	7	76
Total	269	44	61	374

TABLE VII

Showing number of colored pupils by schools, and by grades.

GRADES	High School	Churchill	Hitchcock	Lincoln	Weston	Douglas	Cooke	Bateman	Central Primary	Total
First				2	7		9		5	23
Second				2	6		4		13	25
Third		5			2		3	1	2	13
Fourth		4		3	2		3			12
Fifth		9	1	2	5		4			21
Sixth		1		1	4		2			8
Seventh		3			4			1		8
Eighth								1		1
Ninth	4									4
Tenth	4									4
Eleventh	3									3
Total	11	22	1	10	30		25	3	20	122

SUPPLEMENTARY READERS

Note.—These books are furnished for supplementary reading by the Board of Education, and one hundred dollars a year is appropriated for this purpose.

FIRST GRADE.

Art Literature Readers.	Holton Primer.
Baker's Action Primer.	Jones' First Reader.
Baldwin's First Reader.	Lights to Literature Bk. I.
Baldwin's Primer.	New Century First Reader.
Bass First Reader.	New Normal First Reader.
Brooks' Primer.	Outdoor Primer.
Brownie Primer.	Sight Reader.
Carpenter's First Reader.	Silver, Burdett Readers.
Cyr's First Reader.	Step by Step.
Cyr's Primer.	Stepping Stones to Literature.
Finch Primer.	Taylor's First Reader.
Folk lore Primer.	Thought Reader.
Fox Indian Primer.	Three Kittens.
Heath First Reader.	Wide Awake Primer.
Heath Primer.	

SECOND GRADE.

Big People and Little People.	In Mythland.
Child Literature.	Jones' Second Reader.
Cyr's Advanced First Reader.	Lights to Literature, Bk. II.
Cyr's Art Reader.	New Century Second Reader.
Cyr's Second Reader.	Pathways in Nature.
Eskimo Stories.	Progressive First Reader.
Fishing and Hunting.	Reynard the Fox.
Heath's Second Reader.	Story Reader.
Heart of Oak Books, Vol. I.	Verse and Prose for Beginners.

THIRD GRADE.

Animal Life.	Plant Life.
Fairy Stories and Fables.	Scudder's Legends.
Household Stories.	Seed Babies.
In Field and Pasture.	Stories of Great Americans.
Lights to Literature, Bk. II.	Taylor's Second Reader.
Little Folks of Many Lands.	Williams' Choice Literature, Bk. I.
Old Greek Stories.	

FOURTH GRADE.

Among the Giants.	Old Stories of the East.
Bird World.	Stories from American History.
Friends and Helpers.	Stories of American Life.
Lights to Literature, Bk. III.	Ways of Wood Folk.
Lobo, Rag and Vixen.	

FIFTH AND SIXTH GRADE.

A Little Journey to Italy.	Lights to Literature, Bk. IV.
American Tropics.	Old Ocean.
At Home in the Forest.	Our Country East.
Bits of Bird Life.	Our Country West.
Carpenter's Asia.	Pioneers of the Revolution.
Choice Literature, Inter. Bk. I.	Rab and His Friends.
Choice Literature, Pri. Bk. II.	Sketches of the Orient.
First Book of Birds.	Stories of Great Artists.
Four American Patriots.	Story of Cæsar.
Four Great Americans.	Story of Ulysses.
Glimpses of Europe.	True Tales of Birds and Beasts.
Hans the Eskimo.	Wide World.
Life in the Sea.	

SEVENTH AND EIGHTH GRADES.

American Heroes and Heroism.	Pioneers of Mississippi Valley.
Around the World in the Sloop Spray.	Romance of the Civil War. .
Camps and Firesides of the Rev- olution.	Side Lights on American History.
Civil War Stories.	Snow Bound.
Discovery of Old Northwest.	Squirrels and Other Fur Bearers.
Four American Pioneers.	Stories from English History.
Great Stone Face.	Story of Our English Grand fathers.
Krag and Johnny Bear.	Ten Great Events in History.
Legend of Sleepy Hollow.	Vision of Sir Launfal.
Our Feathered Friends.	Western United States.
Our Navy in Time of War.	Young Citizen.

TEACHERS' LIBRARY

Organized in 1894; supported entirely by the teachers.

LIST OF BOOKS IN LIBRARY

Barnard's Journal of Education, 1856-66	1-16	Studies in Pedagogy—Morgan...	51
Illinois Teacher, 6 vol., 1857-69..	17-22	The Quincy Methods—Partridge	52
Massachusetts Teacher, 1867....	23	Talks on Pedagogics—Parker...	53
Year Book of Education, 1878...	24	Children's Rights—Wiggins ...	54
Lectures on Education—Mann..	25	Art of School Management—	
Saratoga Meeting of the N. E. A., 1892	26	Baldwin	55-57
Kindergarten and Child Culture —Barnard	27	Practical Lessons in Psychology	
Practical Lessons in Psycholo- gy—Krohn	28	—Krohn	58-61
School Management—White	29	Pedagogical Pebbles—Patrick ...	62-67
Life and Work of Pestalozzi— Krusi	30	Lectures to Kindergartners—Pea- body	68
General Method—McMurry.....	31	Radstock's Habit and Education	
Special Method—McMurry	32	—Hall	69
The Evolution of Dodd—Smith*	33	Early Training of Children—	
Essentials of Method—DeGarmo	34	Malleso	70
Elements of Psychology—Hewett	35	Levana and Autobiography—	
Pedagogics—Patrick	36	Richter	71
Art of School Management—		Rosmini's Method in Education	
Baldwin	37	—Grey	72
Text Book in Psychology—Her- bart	38	Waymarks for Teachers—S. L. Arnold	73
Practical Hints for Teachers— Howland	39	Applied Psychology—McLellan .	74
Emile—Rousseau	40	A Manual of Pedagogics—Put- nam	75
Education—Spencer	41	Arctic Alaska and Siberia—Al- drich	76
History of Education—Painter..	42	The Earth and Man—Guyot...	77
Principles of Education—Green- wood	43	Science and Art of Education—	
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The Child and Nature Study— Marenholtz	46	King's Method in Geography*..	80
Elements of Psychology—Hill..	47	Contribution to Science of Edu- cation—Payne	81
Hints on Child Training—Trum- bull	48	Practical Work in Geography— McCormick	82
A Study of Child Nature—Har- rison	49	Child and Nature—Frye.....	83
Talks on Teaching—Parker....	50	School Management—Tompkins.	84
		Herbart and the Herbartians— DeGarmo	85
		Primer of Psychology—Ladd...	86
		Philosophy of Teaching.....	87

* Lost.

Methods and Aids in Geography—King	88	Geographical Readers, Fifth Book—King*	122
A Bird's-eye view of the World. Geographical Spice	89	Kindergarten Principles—Wiggins	123
Methods in Geography—King... How to Study Geography—Parker	91	Educational Laws—Froebel ... Education in the U. S.—Boone... Education of the Greek People—Davidson	124 125 126
Special Methods in Geography—McMurry	93	The Psychology of Number—McLellan	127
Manual of Geography—Redway. The Geographical Reader and Primer	94	Normal Instruction of Children—Adler	128
Elementary Physical Geography—Tarr	96	Practical Hints for Teachers—Howland	129
The Story of our Continent—Shaler	97	Teaching as a Business—Bardeen Hand Book of Slojd—Salamon. Early Training of Children—Malleson	130 131 132
Hegel's Educational Ideas—Bryant	98	A Hand Book of Simple Experiments—Stowell	133
Psychology, Vol. I.—James.... Psychology, Vol. 2.—James.... First Book in Geology—Shaler.. Principles of Education—MacVicar	99 100 101 102	Walks and Talks—W. H. Smith In the Child World—Poulson... Froebel's Occupations—Wiggins. Froebel's Gifts—Wiggins	134 135 136 137
Outlines of Pedagogics—Rein... Teaching the Language Arts—Hinsdale	103 104	Kindergarten Principles and Practice—Wiggins	138
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Roderick Hume—Bardeen... Pioneer History Stories—McMurry	110 111	The Arnolds—Fitch	143
School Supervision—Payne ... Elements of Pedagogy—White Psychology in Education—Roark The First Year in School—Beebe Special Methods in Science—McMurry	112 113 114 115 116	Lessons in Geography—Gillan... Psychologic Foundations of Education	144 145
Special Methods in Reading—McMurry	117	Child Stories from the Masters—Menefee	146
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Compayre's History of Pedagogy—Payne	119	Dorpfeld's Thought and Memory—Hall	149
Teaching the Language Arts—Hinsdale	120	Studies in Historical Methods—Barnes	150
School Management and Methods—Baldwin	121	Day Dreams of a Schoolmaster—Thompson	151
		Herbartian Psychology Applied to Education—Adams ... Men and Manners of the Eighteenth Century—Hale	152 153
		Europe in the Nineteenth Century—Judson	154
		Twenty Centuries of English History—Joy	155

* Lost.

Walks and Talks in the Geographical Field—Winchell	156	Geographical Outlines and History—Miner	193
From Chaucer to Tennyson—Beers	157	The Study of the Child—Taylor	194
In Story Land—Harrison	158	Methods of Teaching Geography—Crocher	195
The Plan Book, Autumn—George	159	How to Teach Reading—Clark.. ..	196
The Plan Book, Spring—George	160	Foundation Studies in Literature—Mooney	197
The Plan Book, Winter—George	161	Applied Geography—Keltie	198
My Pedagogic Creed—Dewey*.. ..	162	Suggestions on Teaching Geography—McCormick	199
The Complete Poetical Works of Longfellow	163	Special Method in Geography—McMurry	200
The Complete Poetical Works of Whittier	164	Special Method in Science—McMurry	201
The Complete Poetical Works of Lowell	165	How to Teach and Study Geography—Boyer and Wicks.....	202
Poetical Works of Alice and Phoebe Cary	166	The Plan Book, Autumn.....	203
Wake Robin—John Burrows....	167	The Plan Book, Winter.....	204
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TEACHERS' DIRECTORY

HIGH SCHOOL		
Name		Residence
Frank D. Thomson, Prin.....	529 N. Cherry	
Cora F. Stone.....	History and English...630 N. Broad	
Minnie L. Smith.....	Latin.....809 E. Main	
G. H. Bridge.....	Manual Training.....1590 W. Main	
A. C. Roberts....	Physics, Chemistry and Zoology....371 W. North	
Anna M. Sisson.....	Latin and English....435 N. Kellogg	
Mary O. Richey....	History, Commercial Geography, Economics 817 Beecher Ave.	
Jessie F. Ray.....	History and Latin....926 N. Prairie	
Nellie C. Collins.....	Shorthand.....569 Monmouth Blvd.	
Robt. A. Chandler.....	Geometry, Algebra....185 W. South	
Mrs. Clara G. Rhodes.....	Domestic Science...430 W. Tompkins	
May Read	English.....713 W. South	
Adda Gentry Georœ.....	German and English.....712 Pine	
Arvid P. Zetterberg..	Arithmetic, Algebra, English..847 N. Academy	
Mary Page	Typewriting.....930 S. West	
Arthur W. Willis.....	Algebra .....963 Bateman	
M. Claire Goodsill.....	English.....401 N. Prairie	
Earle Bridge...Mathematics and Mechanical Drawing..	1590 W. Main	
Mabel Reigle	Reading, Public Speaking.....359 S. West	
Mary Bess Henry.....	History and English....1133 E. Main	
J. M. Dewhirst...Bookkeeping and Penmanship...	966 Beecher Ave.	
W. R. Mawhorter...Physiology, Botany and Zoology..	572 N. Broad	
Roscoe R. Foland. History, English, Commercial Law..	572 N. Broad	

CHURCHILL SCHOOL

Name	Room	Grade	Residence
Frances M. Hague, Prin..E....	Eighth.....	274 S. Academy	
Carrie L. Chapin.....	F....	Seventh and Eighth....185 W. South	
Rose M. Hoben.....	H....	Seventh.....574 S. Broad	
Lottie Goldquist	G....	Sixth.....530 S. Broad	
Helen E. Rose.....	A....	Sixth.....215 W. Tompkins	
Marian Nelson	L....	Fifth.....135 N. Seminary	
Laura L. Smith.....	B....	Fourth and Fifth..883 Monmouth Bd.	
Edna L. White.....	D....	Fourth.....735 N. Cedar	
Mabel A. Battell.....	N....	Third.....363 Holton	
Antoinette Turney	C....	Second and Third....411 W. South	

CENTRAL SCHOOL

Name	Room	Grade	Residence
F. Lilian Taylor, Prin and Training Teacher.....			368 W. Tompkins
Myra H. Patch.....	A....	Second.....	763 Beecher Ave.
Pauline Balz	B....	Second.....	320 Bandy Ave.
Blanche Holmes	C....	First.....	270 Maple Ave.
Verna Nystrom	D....	First.....	1194 N. Henderson
Marie O. Rearick.....	E....	First.....	72 Pleasant Ave.
Mary F. Stevens.....			772 S. Academy
Amy Anderson.....			224 Lake

HITCHCOCK SCHOOL

Name	Room	Grade	Residence
Annie S. Hogan, Prin....	A....	Eighth.....	828 N. Cherry
Lillian E. Clark.....	B....	Seventh.....	745 N. Academy
Jennie S. Corbin.....	C....	Sixth.....	756 N. Kellogg
Carrie A. Eastes.....	D....	Fifth.....	288 N. Broad
Lynn R. Swag.....	E....	Fourth.....	926 N. Prairie
Lillian A. Backman.....	F....	Third.....	188 N. Kellogg
Helen Grace Goldsmith....	G....	Second and Third.....	572 N. Broad
Etolia M. Ferris.....	I....	First and Second.....	222 N. Academy
Clara O. Barton.....	H....	First.....	572 N. Broad

LINCOLN SCHOOL

Name	Room	Grade	Residence
Ada Peterson, Prin.....	A....	Eighth.....	269 N. Chambers
Alice E. Bergland.....	B....	Sixth and Seventh....	459 N. Seminary
Josephine Erickson	C....	Sixth.....	1417 Grand Ave.
Nellie Swanson	D....	Fifth.....	982 N. Cedar
Grace M. Fleharty.....	E....	Fourth.....	117 Division
Edith L. Knight.....	F....	Third and Fourth....	62 Columbus Ave.
Helen E. Colville.....	G....	Second and Third....	404 Monmouth Bd.
Frances Main	H....	Second.....	77 Columbus Ave.
Lucia L. Pettee.....	I....	First.....	176 N. Kellogg

WESTON SCHOOL

Name	Room	Grade	Residence
Ida E. Wilbur, Prin.....	A....	Eighth.....	90 Lincoln
Emily L. Fuller.....	B....	Seventh and Eighth....	809 E. Main
Fanny Hedberg	C....	Sixth and Seventh....	248 Sumner
Margaret G. Hogan.....	D....	Sixth.....	828 N. Cherry
Virginia M. Thiele.....	E....	Fifth.....	445 N. Cedar
Inez M. Risley.....	F....	Fourth and Fifth.....	110 Locust
Stella Baker	G....	Fourth.....	59 N. Whitesboro
Ella May Hammond.....	H....	Third.....	114 N. Seminary

GALESBURG PUBLIC SCHOOLS.

Name	Room	Grade	Residence
Lillian E. Linquist.....	I....	Second and Third.....	.96 Fulton
Flora A. Ward.....	J....	Second.....	1336 E. Main
Nellie C. Armstrong.....	K....	First and Second.....	.820 Ella
Edith A. Tryner.....	M....	First.....	1133 N. Cedar
Teresa Davis	L....	First.....	.249 S. West

DOUGLAS SCHOOL

Name	Room	Grade	Residence
Ellen Davis, Prin.....	A....	Seventh and Eighth.....	.379 W. Tompkins
Lola Peterson	B....	Fifth and Sixth.....	East Galesburg
Mary E. Maley.....	C....	Fourth and Fifth.....	.516 S. West
Delia Lathrop	D....	Third and Fourth.....	.323 N. Kellogg
Dorothy Munson	E....	Second.....	1020 E. Fifth
Sadie Gumbiner	F....	First.....	.166 N. Kellogg

COOKE SCHOOL

Name	Room	Grade	Residence
Maggie Phillips Prin.....	A....	Fifth and Sixth.....	.357 W. Brooks
Eulalia Anderson	B....	Third and Fourth.....	.224 Lake
Anna M. Armstrong.....	C....	Second and Third.....	.156 W. Brooks
Henrietta Armstrong	D....	First.....	.156 W. Brooks

BATEMAN SCHOOL

Name	Room	Grade	Residence
Annie L. Wilbur, Prin....	A....	Seventh and Eighth.....	.959 N. Broad
Gail H. Lapham.....	B....	Sixth and Seventh....	.573 Maple Ave.
Ella P. Gilbert.....	C....	Sixth.....	.348 E. Grove
Nannie W. Preston.....	D....	Fifth.....	.409 W. North
Martha Arnold	E....	Fourth.....	.888 N. Broad
Amy J. Burton.....	I....	Third and Fourth....	.450 Maple Ave.
Louise Runkle	F....	Second and Third.....	.373 W. Losey
Grace A. Clark.....	G....	First and Second.....	.440 W. South
Jennie A. Long.....	H....	First.....	.438 N. Clark

SUPERVISOR OF MUSIC.

J. Glaze Strong.....	.214 S. Academy
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SUPERVISOR OF PHYSICAL CULTURE.

Soflena Mathes.....	.535 Monmouth Blvd.
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SUPERVISOR OF DRAWING.

Ida Glenn.....	.269 N. Chambers
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LIBRARIAN.

Grace B. Smith.....	.411 W. South
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RULES AND REGULATIONS

ORGANIZATION

SECTION 1. The members of the Board of Education shall meet and organize on the second Monday in June of each year, and the President shall appoint the following standing committees, each to consist of three members:

1. School Buildings and Grounds.
2. Text Books, Rules and Regulations, Furniture and Supplies.
3. Auditing.
4. Teachers.

The Superintendent of Schools shall be *ex-officio* a member of each committee.

RULES OF ORDER

SECTION 1. A majority of the members of the Board shall constitute a quorum.

SEC. 2. The President shall preserve order and decide all questions of order subject to an appeal to the Board. In the absence of the President, a member of the Board shall be elected President *pro tem*.

SEC. 3. No member shall entertain any private conversation while another member is speaking.

SEC. 4. All resolutions shall be submitted in writing at the request of the President or any member.

SEC. 5. Every member present shall vote on all questions which have been seconded and stated by the chair, unless excused by the Board or directly interested in the question.

SEC. 6. The vote on any question shall be taken by *yeas* and *nays* when any member shall call for them, in which case the vote shall be recorded.

SEC. 7. When a question is before the Board, no motion shall be received, except to adjourn, to lay on the table, to close the debate, to refer, to postpone to a certain time, or to amend; and the motion shall take precedence in the order above named; the first, second, and third shall be decided without debate, and second and third by a two-thirds vote. Any member may call for a division of the question when the sense will admit of it.

SEC. 8. No more than two amendments shall be entertained at the same time to a proposition—that is, an amendment, and an amendment

to an amendment—and the question shall be taken on the last amendment.

SEC. 9. In all cases where a motion or resolution shall be entered on the minutes of the Board, the name of the member moving the same shall be entered.

SEC. 10. All committees shall be appointed by the chair unless specially directed otherwise by the Board.

*SEC. 11. All unpaid bills against the Board of Education must be found on file at the office of the Superintendent of Schools on the Saturday next preceding any regular meeting of the Board, and all parties who have contracted or ordered the same are required to call at his office during that day and pass upon the correctness of said bills, preparatory to submitting them to the Auditing Committee of the Board for payment. Also that supplies shall be bought only by the order of some member of the Board, or by the Superintendent of Schools.

SEC. 12. Roberts' Rules of Order shall govern the Board in all cases not otherwise provided for by these rules.

GENERAL REGULATIONS

SECTION 1. The Board shall hold regular meetings on the second Monday of each month and such special meetings, from time to time as occasion may require, to be convened on the call, in writing, of the President or any two members of the Board.

SEC. 2. When special meetings are called, the nature of the business to be transacted shall be stated in the call and notice for said meeting, and no other business shall be transacted at said meeting, except by the unanimous consent of the members present.

SEC. 3. The time for the regular meetings shall be 7 p. m. from October 1st to April 1st, and 7:30 p. m. from April 1st to October 1st.

SEC. 4. The order of business shall be:

1. Reading the Record of the last regular and any intervening special meetings.
2. Reports of Standing Committees in their order.
3. Communications to the Board.
4. Reports and suggestions by the Superintendent.
5. Miscellaneous and unfinished business.

SEC. 5. The Superintendent of Schools shall be appointed at the regular meeting in June of each year.

SEC. 6. The teachers shall be appointed and their salaries fixed annually, in the month of June, so far as practicable.

*Adopted, June 9, 1902.

SEC. 7. No appointment of Superintendent or teacher shall be for a term exceeding one year, and the Board reserves the right to discharge the Superintendent or any teacher, for cause.

SEC. 8. The janitors shall be appointed and their wages fixed, annually, not later than the regular meeting in August. The janitor for each building shall be named by the Director living in that district, subject to the approval of the Board; and such Director may suspend such janitor for cause, and shall report such suspension to the Board for its approval.

SEC. 9. The salaries or pay of teachers, officers, and other employes shall not be increased or diminished during the time for which the appointments are made, and such salaries shall be allowed monthly by the Auditing Committee upon the certificate of the Superintendent of Schools that the services have been rendered.

SEC. 10. No other bill shall be paid until approved by the Auditing Committee and allowed by the Board.

SEC. 11. Each Director shall constitute a local committee for the Ward in which he resides.

SEC. 12. The school year shall consist of nine months of four weeks each and shall be divided into three terms as follows:

The first term shall begin on the first Monday in September, and continue sixteen weeks.

The second term shall begin on the first Monday in January, and continue twelve weeks.

After one week's vacation, the third term shall begin and continue eight weeks.

SEC. 13. The morning session shall commence at eight o'clock and forty-five minutes, and close at twelve. The afternoon session shall commence at one o'clock and thirty minutes, and close at four; provided that all pupils who are charged with no delinquencies may be dismissed at half past three. The Friday afternoon session may be shortened half an hour for teachers' meetings.

SEC. 14. The schools shall be closed on all National and State holidays. When any of these holidays fall on Thursday, the school shall be closed for the remainder of the week. No school shall be dismissed on any other day except by special permission of the Board.

SEC. 15. Any regulation may be suspended by a vote of two-thirds of the members present.

SEC. 16. No amendment shall be made to these regulations unless proposed at a regular meeting and laid over for one month before being considered.

DUTIES OF THE SUPERINTENDENT

SECTION 1. It shall be the duty of the Superintendent to acquaint himself with whatever principles or facts that may concern the interests of education, and with all matters in any way pertaining to the organization, discipline and instruction of public schools, to the end that all the children of this city who are instructed in the public schools may obtain the best education which these schools can impart.

SEC. 2. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils, and shall see that the regulations of the Board are faithfully carried out.

SEC. 3. He shall attend all the meetings of the Board and shall keep the Board constantly advised of the schools and of the changes required in the same. He shall report to the Board, from time to time, such regulations for the government and discipline of the schools, as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board may, from time to time, direct.

SEC. 4. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and he shall make such suggestions and give such instructions to the teachers as he shall deem best calculated to increase their efficiency as instructors. He shall report to the Board whenever he finds a teacher deficient or incompetent in the discharge of his or her duties.

SEC. 5. He shall attend and advise, when requested, with any standing or special committee, in respect to the matters committed to them.

SEC. 6. He shall direct the examination for promotion in all grades, and no pupil shall be promoted or transferred from one school to another, without his approbation.

SEC. 7. In case of sickness or temporary absence of any teacher, it shall be his duty to procure a proper substitute.

SEC. 8. He shall prepare and certify to the monthly pay-roll of teachers and janitors.

SEC. 9. It shall be his duty, upon consultation with the proper committee, to order and oversee such repairs and improvements as may be necessary from time to time, to keep all the school property in good condition.

SEC. 10. He shall annually prepare a report embracing such facts and statistics in reference to the system of public schools of this city as may be of interest to the community.

SEC. 11. His office hours on school days shall be from 8 to 9 a. m., and from 3:30 to 4:30 p. m. On Mondays he shall remain in his office until 12 m.

TEACHERS

SECTION 1. All teachers in the public schools are required to make themselves familiar with these regulations, and especially with that portion which relates to their respective schools, and to see that these are faithfully observed.

SEC. 2. The teachers shall punctually observe the hours appointed for opening and dismissing the schools, and during the school hours, shall devote themselves exclusively to the duties of their charge.

SEC. 3. The teachers may meet once in four weeks, on Friday afternoon, at half-past three, or at the call of the Superintendent, for the purpose of mutual consultation in regard to the interests of the schools, modes of discipline, of imparting instruction, etc. The session may continue two hours. A record of the meetings shall be kept, which shall be open to the inspection of the Board.

SEC. 4. All teachers are required to open and remain in their rooms at least fifteen minutes before the time for commencing, morning and afternoon. They shall not permit disorder, unnecessary noise or rude conduct in their rooms, at any time. Teachers failing to comply with this rule shall report their tardiness to the Superintendent.

SEC. 5. The Principals of buildings shall be held responsible for the management of their respective schools. They shall prescribe such rules and regulations for halls, yards and outbuildings connected with same, and shall insure their being kept in a proper condition. The other teachers shall co-operate with them, not only during school hours, but during the time the pupils are on the school premises, at recess and before and after school. They shall use all reasonable efforts to prevent pupils from gathering on the school grounds before the hours for opening the school, and they shall require them to leave the premises at the close of the school.

SEC. 6. Teachers may visit public schools for the purpose of observing modes of instruction and discipline. Such visits shall not occupy more than two days in a year, and one visiting day only can be taken in any term, and for this purpose only one room in the same building can be dismissed at the same time.

SEC. 7. The teachers shall practice such discipline in their schools as would be exercised by a kind, firm and judicious parent in his family; and they shall resort to corporal punishment only when milder means have been tried and found to fail. Each teacher shall keep a list of all cases of corporal punishment inflicted by said teacher, and at the close of each month shall report the same to the Superintendent, with date, name of pupil, and cause of such punishment.

SEC. 8. They shall adhere to the Course of Study prescribed by the Board.

SEC. 9. No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any school room, or upon any of the school premises.

SEC. 10. Notice of the supplies or repairs required in any of the school rooms should be sent, in writing, to the Superintendent, on Monday between 4 and 5 p. m.

SEC. 11. The books used and the studies pursued shall be such, and only such, as may be authorized by the Board; and no pupil shall be allowed to retain connection with any public school unless furnished with books, slates, and other utensils required to be used in the class to which he belongs: Provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice, without the pupil's obtaining such books.

SEC. 12. It shall be the duty of teachers, from time to time, to send reports to parents in such form as the Superintendent shall direct, indicating the standing of their children in scholarship and deportment. They shall also immediately notify parents of any irregularity in attendance on the part of their children, unless they have good reason to believe that such irregularity is unavoidable, and with the parents' knowledge and consent.

SEC. 13. It shall be the duty of each teacher having charge of a room to make out a programme of recitations and studies of the different classes in the school, at the beginning of each term, placing the same in a conspicuous place in the school room for reference, and furnish the Superintendent with a copy, and notify him of any changes in the same.

SEC. 14. The Board will not take notice of any charge against any teacher unless presented in writing and signed by at least one responsible person.

SEC. 15. No teacher shall have the right to resign during the term for which he or she was appointed, without the consent of the Board, and at least two weeks' notice.

SEC. 16. Each teacher shall keep his or her register and class book neatly and accurately, and in accordance with the prescribed forms, and at the end of the year return them to the Superintendent at his office.

SEC. 17. The teachers are expected to give vigilant attention to the ventilation and temperature of their school rooms.

SEC. 18. On the Friday preceding any general or special election, it shall be the duty of the teachers of all grades above the fourth year to explain to their pupils the meaning and purpose of the elective franchise as enjoyed in this country.

SEC. 19. The Principals shall keep an inventory of all apparatus and supplies belonging to their buildings.

SEC. 20. Teachers are prohibited from awarding prizes to pupils under their charge, unless authorized by the Board.

SEC. 21. Pupils shall not be permitted to answer calls from the room except in very especial cases and then only at the discretion of the Principal.

SEC. 22. They shall read, from time to time, and explain to their schools, all the rules relating to pupils, that they may be distinctly understood.

PUPILS

SECTION 1. None but legal residents of Galesburg, between the ages of six and twenty-one years, shall be admitted into any of the public schools without the permission of the Board, and the payment of tuition, at the rate of fifty cents per week.

SEC. 2. No pupil beginning the first year shall enter after the fourth week of the school term.

SEC. 3. Pupils can only be admitted to the schools for the first time by a permit issued by the Superintendent, entitling them to enter Monday morning of any week. Pupils may be received during the first three days of any term; after which, application for admission must be made on Monday mornings, at the office of the Superintendent.

SEC. 4. Pupils shall attend school in the district in which they reside, except when transferred by the Superintendent of Schools. The following grounds will be considered sufficient to warrant a transfer:

(1). From a school which has more pupils than seats, to a school which has vacant seats.

(2). In case of injury to health from greater distance traveled, the injury to be determined by certificate of some well accredited physician.

The above case must present certificates of good standing in the schools they desire to leave.

(3). For disciplinary purposes, when the good of the pupil and the good of the school make a change desirable.

SEC. 5. Every scholar who shall be absent four half-days, or tardy four times, or who shall leave school without permission twice within four consecutive weeks, without a statement from the parent or guardian, given in person or by written note, stating that these absences were with his knowledge, or unless such absences shall be in accordance with the previous request of the parent or guardian, given in person or by written note, shall forfeit his seat in school, and the teacher shall forthwith notify the parent that the pupil is suspended; Provided, that no teacher shall be required to enforce this regulation until other reason

able means for correcting such irregularities have been tried. No pupil who has been thus suspended shall be restored until the Superintendent has received satisfactory assurance from the parent or guardian that these irregularities will be corrected in the future.

SEC. 6. Any pupil guilty of defacing or injuring any school property shall pay in full to the extent of the damage, and be liable to suspension or expulsion in case such injury was wantonly committed.

SEC. 7. Any pupil who shall be absent from any regular examination shall forfeit his or her seat, and shall not thereafter enter any of the schools of the city without a special permit from the Superintendent.

SEC. 8. Whenever a parent or guardian wishes to have a pupil excused from any regular study of his class, or regularly during any portion of school hours, for any reason whatsoever, he shall apply to the Superintendent in person or by written note, stating the reason for such request, and the Superintendent shall have power to grant it.

SEC. 9. All the pupils are required to refrain from every kind of rude behavior in the school buildings, such as loud, boisterous laughing and talking, whistling, running and scuffling, and to conduct themselves as well-bred persons would do in a private house.

SEC. 10. No games shall be permitted in the basements or yards which will endanger the safety of any property in the buildings or on adjoining grounds; nor upon the streets to the annoyance of the passersby. Pupils are prohibited from throwing snow balls or missiles of any kind on the school premises, or on the streets adjacent.

SEC. 11. Whenever the teachers of any school shall report to the Superintendent the name of any pupil whose conduct is considered such that he or she is unfit to be a member of the school, the case shall at once be examined by the Superintendent, and if, in his judgment, the pupil has been duly admonished, and he exhibits no signs of reformation, he shall temporarily suspend the pupil. He shall inform the parent, stating the cause of suspension. Any pupil thus suspended may be restored at the direction of the Superintendent; but no pupil shall be finally expelled from school without the action of the Board. A record of all suspensions and expulsions shall be kept at the office of the Superintendent.

SEC. 12. No pupils shall be advanced from one grade to another, except by special permission of the Superintendent, until they are able to sustain a satisfactory examination in all the studies of the grade from which they are to be transferred. Pupils may be sent into a lower class whenever their scholarship has been of the fourth rank two months in succession, or whenever it seems probable that they will not attain a fair standing in a class to which they belong. The fourth rank shall be below an average of 75 per cent.

SEC. 13. To complete the eighth grade or to graduate from the High school, the pupil's standing must not be lower than 75 per cent. in any subject unless the general average of all subjects exceeds 85 per cent. The standing shall be based upon the daily work and the final examination. In all other grades an average standing of 75 per cent. shall be required to admit the pupil to the grade above.

SEC. 14. An excuse for every absence or tardiness shall be rendered in writing or in person by the parent or guardian of the delinquent pupil.

In such case the pupil shall not be entitled to the benefits of the school until the excuse is rendered. Provided, the teacher, may, if he thinks best, permit the pupil to remain in school during the first half-day on which he shall come after the absence, or during the half-day on which the tardiness occurs, and require such pupil to bring the excuse on the succeeding half-day.

SEC. 15. Any child who comes to school without having given reasonable attention to cleanliness of person or dress, may be sent home to be prepared for school in a proper manner.

SEC. 16. Teachers may require pupils, guilty of insubordination, to make an apology as openly and explicitly as the nature of the case may require.

DIRECTIONS FOR KEEPING RECORDS

SECTION I. The ages of all pupils shall be taken in years and months immediately upon their entering school.

SEC. 2. Every pupil, upon entering the school, prepared with books and other requisites for performing his work, shall be enrolled as a member of the school, whether he be a member for one day, for one week, or for an entire term.

SEC. 3. Every pupil who shall have been in attendance during half or more than half of a given session, shall be accounted present for that session; otherwise he shall be accounted absent.

SEC. 4. The name of any pupil who has been absent for six consecutive half-days shall be dropped from the roll; provided in cases when the pupil has left school not to return, his name may be dropped on the day of leaving.

SEC. 5. Any pupil that may be absent from the school-room at a definite time previously fixed for the beginning of the session shall be marked tardy; except in a case where a pupil, after having been present in the school-room shall be sent by the teacher into other parts of the school building, or upon the school premises, to attend to business connected with the school.

SEC. 6. When a class finishes a grade, there is entered in the Grade Record for the school (1) the length of the time the class, or any par-

ticular pupil, was in the grade; (2) the name of each pupil; (3) the age in years and months of each pupil at the time of completing the grade.

SEC. 7. The average daily attendance shall be found by dividing the whole number of days *present* by the number of days of school.

SEC. 8. The average number enrolled shall be found by taking one-half the sum of the enrollment and average daily attendance for the month.

SEC. 9. The per cent. of attendance shall be found by dividing one hundred times the average daily attendance by the average number enrolled.

JANITORS

SECTION 1. The janitors shall remain in or near their respective building during the school hours, unless excused by the Principal, and devote their time to the duties pertaining to their position.

SEC. 2. They shall have the rooms properly heated at least thirty minutes before the time of commencing school in the morning.

SEC. 3. They shall carefully sweep the school rooms, wardrobes and halls after the close of each school day, and shall carefully dust them before the opening of school in the morning, and when the Principal thinks necessary, shall scrub the rooms, wardrobes, halls, and windows with water.

SEC. 4. They shall, during the time of snowfall or sleet, keep brooms at the doors for the use of pupils; keep clean the steps and all the walks in and around the building; shall keep the basements in good condition, and shall see that the buildings are properly closed at night and at other times when the school is not in session.

SEC. 5. They shall be kind and considerate of pupils, courteous to teachers, and helpful to the Principal in maintaining order in the hallways and on the school grounds.

SEC. 6. They shall perform such other services as the Principal, Superintendent, or Board, may require.

SEC. 7. They shall make a daily review of the school buildings and grounds, and report to the Principal or Superintendent any injury done to the same; and so far as they are able, make all repairs needed in term time.

*SEC. 8. They shall keep the grounds, including the terrace, in a neat and orderly condition. They shall keep the grass mowed with a lawn mower and neatly trim all edges. They shall keep the weeds out of the lawn and flower beds and let none go to seed. They shall gather all papers, rubbish, grass, etc., and place the same in receptacles or in the ash-room in the cellar, and under no circumstances throw, or allow the same in the street.

NOTE—These Rules and Regulations were adopted by the Board at the October meeting, 1890.

RULES OF THE BOARD OF HEALTH

The Board of Health of the city of Galesburg, Illinois, hereby announces the following rules for the guidance of the instructors in the public schools:

Children coming from homes in which there exist contagious diseases or diseases believed to be contagious, shall not be allowed to attend school, even though they may have left their home and taken up their abode elsewhere. This rule shall be effective until the child shall have been away from home two weeks, or the Board of Health issues a certificate permitting said child to return to school.

Should it appear that a child from any infected home shall be immune, it may, after leaving said infected home and after having its clothing properly disinfected, be allowed to attend school upon presenting a certificate from the Board of Health.

No pupil in whose home there shall be any one afflicted with small-pox, scarlet fever, measles, diphtheria, *whooping cough, or mumps, shall be allowed to attend school until the attending physician shall certify in writing, that there is no longer danger to others.

In case there is no attending physician a certificate from the Board of Health must be obtained before returning to school.

All clothing and school books used or handled by children while suffering from infectious, or contagious diseases must be thoroughly disinfected under the supervision of the Board of Health before worn or used in school.

BEN. D. BAIRD, M. D.

Health Commissioner.

September, 1903.

*In case of whooping cough or mumps, the pupil afflicted must not be allowed to attend school until a physician's certificate is issued and presented that there is no longer danger from contagion. Other members of the family, not afflicted, may attend school.

SCHOOL CHARTER

An act for the establishment of a system of Graded Schools in the City of Galesburg.

SECTION.

1. Boundaries of school district.
2. Division of property.
3. Transfer of school funds.
4. Board of education.
5. Powers of board.
6. Same.
7. Determining amount of school tax.*
8. Assessment for schools.
9. Census of children.
10. Borrowing money.
11. Election of directors.
12. Treasurer and clerk.

SECTION.

13. Loaning permanent fund.
14. Security for loans.
15. Preferring school debts.
16. Collection of school moneys.
17. Judgments and interest.
18. Increasing securities.
19. Annual report.
20. Admission of scholars.
21. Qualifications for admission.
22. Purchasing grounds and buildings.
23. Act, part of the charter.
24. Mode of taking effect.

SECTION 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly, that all the territory within the limits of the city of Galesburg, Knox county, Illinois, according to its present or future boundaries, is hereby erected into a common school district, to be known as Galesburg School District.

§ 2. All school lands, school funds, and other real or personal estate, notes, bonds or obligations, belonging to township number eleven north, and range one east, of the fourth principal meridian, Knox County, Illinois, held or owned for school purposes, shall be divided between the city of Galesburg and the portion of the township without the same, in the proportion and manner following:

The school trustees for said township shall, within thirty days after the first election contemplated by this act appoint two commissioners who are freeholders, one a resident of said city, and the other of said township without the city; who, after being sworn well and truly to discharge their duties, shall ascertain the whole number of white persons under the age of twenty-one years, residing in the whole of said township, and the whole number in said city, and in the township, without the city; and thereupon said trustees shall divide and apportion said funds, real and personal estate, notes, bonds and obligations of said township, between the city and township without the city, according to the number of white persons under the age of twenty-one years

*School Law, Art. VIII, Sec. 202: For the purpose of establishing and supporting free schools for not less than six nor more than nine months in each year, and defraying all the expenses of the same of every description, for the purpose of repairing and improving school houses, of procuring furniture, fuel, libraries and apparatus, and for all other necessary incidental expenses in each district, village or city, *anything in any special charter to the contrary notwithstanding*, the directors of such district and the authorities of such village or city shall be authorized to levy a tax annually upon all the taxable property of the district, village or city not to exceed *two and one-half per cent. for educational and two and one-half per cent. for building purposes* (except to pay indebtedness contracted previous to the passage of this act), the valuation to be ascertained by the last assessment for state and county taxes; *Provided*, that in cities having a population exceeding one hundred thousand inhabitants the Board of Education may establish and maintain vacation schools and play grounds under such rules as it shall prescribe.

[As amended by Act approved April 21, 1899. In force July 1, 1899.]

residing in said township. Said trustees shall have power to supply any vacancy occurring among said commissioners.

§ 3. Said trustees or other person or persons having custody or control of said funds or lands, shall pay over and deliver to the board of education of Galesburg school district, the portion of the funds and other personal estate, notes, bonds and obligations, to which the school district may be entitled, and execute and deliver to the board of education the necessary deeds and other conveyances for the sale of real estate due said district under said division.

§ 4. The public schools of said district shall be under the exclusive management and control of the board of education, to consist of the mayor of said city, who shall be the president of the board, and one director from each ward of the city, to be known as "The Board of Education of Galesburg School District;" each of whom, with the treasurer and clerk of said board, shall be sworn to discharge their duties with fidelity.

§ 5. Said board shall have exclusive control over the school lands, funds, and other means of said district for school purposes, and shall have full power to do all acts and things in relation thereto, to promote the end herein designed; may sell or lease said lands and other lands or property which may have been or may hereafter be donated, purchased or designed for school purposes in said district, on such terms for cash or credit, and such times as they may see proper. They shall have full power to receive conveyances or donations, and to make the necessary deeds or leases for lands; and all conveyances by the board shall be signed and acknowledged before some competent officer by the president and secretary of said board: *Provided*, however, that no sale or lease of land for more than one year shall be made without the concurrence of five members of the board. A majority of the directors, with or without the president, shall constitute a quorum for the transaction of business, and in the absence of the president they may appoint one of their own body president *pro tempore*. The president shall only vote in case of a tie, when he shall have a casting vote.

§ 6. Said board shall have full power to purchase or lease sites for school houses, with the necessary grounds therefor. To erect, hire or purchase buildings for school houses, and keep them in repair. To furnish schools with necessary books, fixtures, furniture, apparatus and library or libraries. To establish, conduct and maintain a system of public graded schools, to be kept in one or more buildings in said district. To supply the insufficiency of school funds for the payment of teachers and other school purposes, and expenses, by school taxes, to be levied and collected as hereinafter provided. To determine the number, make the appointment and fix the amount of compensation of teachers within said district, and of all other agents and servants. Provided that the directors shall, in no case, receive any compensation for services as directors. To prescribe the studies to be taught, and books to be used in said schools, including maps, charts, globes, etc. To lay off and divide the said district into smaller districts, and to alter the same, or erect new ones at pleasure. To pass by-laws, rules and regulations to carry their powers into complete execution, and for the government of their own body, their officers, agents and servants, and providing for their meetings and adjournments; and generally to have and possess all the rights, powers and authority necessary for the proper establishment and control of an effective system of graded

schools within said district. And they shall visit and inspect each and all the schools therein as often as may be necessary.

§ 7. *It shall be the duty of the board of education, and they shall have full power to determine the amount of money needed, and to be raised for school purposes, over and above the amount from the school funds hereinbefore enumerated, or from other sources: *Provided*, said board shall not for any one year require to be raised more than one-half of one per centum, for the benefit of said schools, on the assessed value of the real and personal property of said city for such year, without a majority of the legal voters of said city authorize them to do so, at an election to be held for that purpose, at such time and conducted in such manner as the board may direct; nor shall said board or said city council make any loan whatsoever for school purposes without a previous authority by such vote, but with the concurrence of a majority of said voters, it shall be lawful to raise such sum either by taxation or loan, as said board may see proper; and before the first day of August of each year, they shall determine the amount required to be collected by taxation for expenditure for one year from the first day of January then next ensuing, for school purposes generally, and certify the amount to the city council of Galesburg.

§ 8. It shall thereupon be the duty of the city council to levy said sum on all the real estate and personal property of said city according to the assessment and valuation thereof for the current year equally, by a certain rate per centum, and collect the same as city taxes are collected. A special column shall be prepared in the city duplicate, headed, "school purposes," in which shall appear the amount of tax for school purposes chargeable against each parcel of real estate, or amount of personal property, and when said taxes are collected, the treasurer shall keep a separate account of the same, and they shall be used and applied for school purposes only, and shall be paid only on the order of said board.

§ 9. It shall be the duty of the board to cause an abstract of the whole number of white children under the age of twenty-one years within said district to be made, and furnish the same, with such further information as is required in sections 36 and 79, of the act to establish and maintain a system of free schools, approved February 16th, 1857, to the school commissioner of Knox county Illinois, within ten days after the same shall have been ascertained. And the school commissioner shall pay annually to the said board for the exclusive use of said district, the amount the district is entitled to receive from the funds that are or may be in his hands, subject to distribution for the support and benefit of the schools in said county, in accordance with the provisions of the free school law now in force, the same as if no special charter had been conferred upon the schools of the city of Galesburg.

§ 10. The city council of the city of Galesburg is hereby vested with full power to borrow such sums of money, being subject to the restriction contained in the seventh section of this act, as they may deem necessary for school purposes in said district, at a rate of interest not exceeding ten per centum per annum, which may be made payable semi-annually at such place as may be agreed upon, and the money when so borrowed shall be placed under the control of the board of education.

*See note on page 94.

§ 11. The board of education shall be elected by all the qualified voters of said school district, but one director shall reside in each of the wards of said city, and be a householder and freeholder thereof. The directors shall hold their offices three years from the day of their election, except that one-third of the first board elected under this act shall retire from office at the expiration of the first year, one-third at the expiration of the second year, and one-third at the expiration of the third year; and the period of their retirement shall be decided as follows: The clerk of the city council shall take six strips of paper, on two of which he shall write the words "one year;" on two, "two years;" another, three years;" each member elect shall draw, and shall serve the period of time indicated by the words on the paper which he draws.

An election shall be held annually at the place where the city council of Galesburg hold their meetings, on the first Monday of June, at the first of which all of said directors shall be chosen, and at each election thereafter, successors to the directors whose terms are about to expire. For the first election, the election officers shall be appointed by the city council of Galesburg, notice thereof being published by said council ten days before the election, in a newspaper of said city, but for each subsequent election said appointment shall be made by the board of education, and notice given by them as aforesaid, and for what wards directors are to be chosen; and said election shall in every other particular—the supplying of vacancies in the officers thereof, substituting the place for holding the election, conducting the election, making the returns, etc., etc., be governed by the ordinance of the city of Galesburg in force at the time of election. Said board shall be the judges of the election and the qualifications of their members and in determining the same, shall be governed by the city ordinance as aforesaid.

All officers under this act shall hold their offices until the election and qualification of their successors. Removal from his ward, and not out of the city, by any director, shall not vacate his office, and whenever any vacancy shall occur in the office of director, the city council of Galesburg shall supply the same upon notice thereof by the board of education; but such appointment so made by the city council shall only continue until the next regular election of directors, when a successor shall be elected, who shall hold his office for the unexpired term only.

§ 12. The treasurer and clerk of the city of Galesburg shall be the treasurer and clerk of the board of education, and the board shall determine their duties, compensation and amount of security to be given.

§ 13. Said board shall cause all funds not needed for immediate use, to be loaned at the rate of ten per cent. per annum, payable semi-annually in advance. No loan shall be for a longer period than five years, and if exceeding one hundred dollars, shall be secured by unencumbered real estate of, at least double the value of the loan, without estimating perishable improvements. For any sum of one hundred dollars and under, good and satisfactory personal security may be taken.

§ 14. All notes and securities shall be to the board of education, for school purposes, and the borrower shall be at all expenses of examining titles, preparing and recording papers.

§ 15. In settling the estates of deceased persons, debts for school purposes shall be preferred to all others except those attending the last

illness of the deceased and his funeral expenses; excluding the physician's bill.

§ 16. If default be made in the payment of interest or of principal when due, interest at the rate of twelve per cent. per annum, on the amount due, shall be charged, from the default, and may be recovered by suit. Suit may be for the interest only, whether the principal be due or not; and if the interest be not paid within ten days after the same becomes due, the principal, at the option of the holder of the note, shall thereby become due, and may be recovered by suit if necessary.

§ 17. All judgments for principal or interest, or both, shall draw interest at the rate of twelve per cent. from the rendition of judgment; and said board may purchase in property sold on execution or decree in their own favor as other persons, with right of redemption as in other cases. No judgment for costs shall be rendered against said board, to be paid out of the school funds.

§ 18. If the security for any loan or other debt due the school district, in the judgment of the board, become doubtful or insecure, they shall cause the debtor to be notified thereof; and if he shall not immediately secure the same to the satisfaction of the board, the principal and interest shall thereby become due immediately, and suit may be brought against all the makers of the note, although such condition or stipulation be not inserted in the note.

§ 19. Said board of education shall publish annually a statement of the number of the pupils instructed the preceding year the several branches of education pursued, the receipts and expenditures of each school, specifying the sources of such receipts and the objects of such expenditures.

§ 20. Said board shall have full power to admit persons who do not reside within said district into said school, upon such terms as they may think proper.

§ 21. All free white persons, over the age of five years and under the age of twenty-one years, residing within said district, shall be admitted to said schools free, or upon the payment of such rates of tuition as the board shall prescribe; but nothing herein contained shall prevent persons being suspended, expelled, or kept out of said school altogether, for improper conduct.

§ 22. In purchasing or leasing grounds or buildings for school purposes, said board of education may do so on credit, and when the price and conditions of the purchase or lease are agreed upon, the board may certify the same to the city council of Galesburg, and the council shall make or cause to be made to the proper party, the bonds or obligations of said city for the payment of the purchase money, according to said terms, or said board may execute in their own name said contract, bonds, obligations, and they shall be binding upon said city; and the council shall provide for the payment of the same, and the interest thereon as it becomes due, as though they were executed by the city of Galesburg, and under her corporate seal.

§ 23. This act shall be attached to the act incorporating the city of Galesburg, and be considered a part of said charter.

§ 24. This act shall not take effect or be in force without a majority of the legal voters of said city shall decide in its favor at an

election for that purpose, to be held at such time and conducted in such manner as the council of said city may direct.

WM. R. MORRISON,
Speaker of the House of Representatives.

JOHN WOOD,
Speaker of the Senate.

Approved Feb. 18th, 1859:
WM. H. BISSELL.

UNITED STATES OF AMERICA, } ss.
State of Illinois.

I, O. M. Hatch, secretary of state of the state of Illinois, do hereby certify that the foregoing is a true copy of an enrolled law, now on file in my office. In witness whereof I have hereunto set my hand, and affixed the great seal of state, at the city of Springfield, this 14th day of March, A. D., 1859.

O. M. HATCH,
Secretary of State.

THIRD AMENDMENT

An act to amend an act entitled "An act for the establishment of a system of Graded Schools in the City of Galesburg.

SECTION.

1. Assessment and Loans.

SECTION.

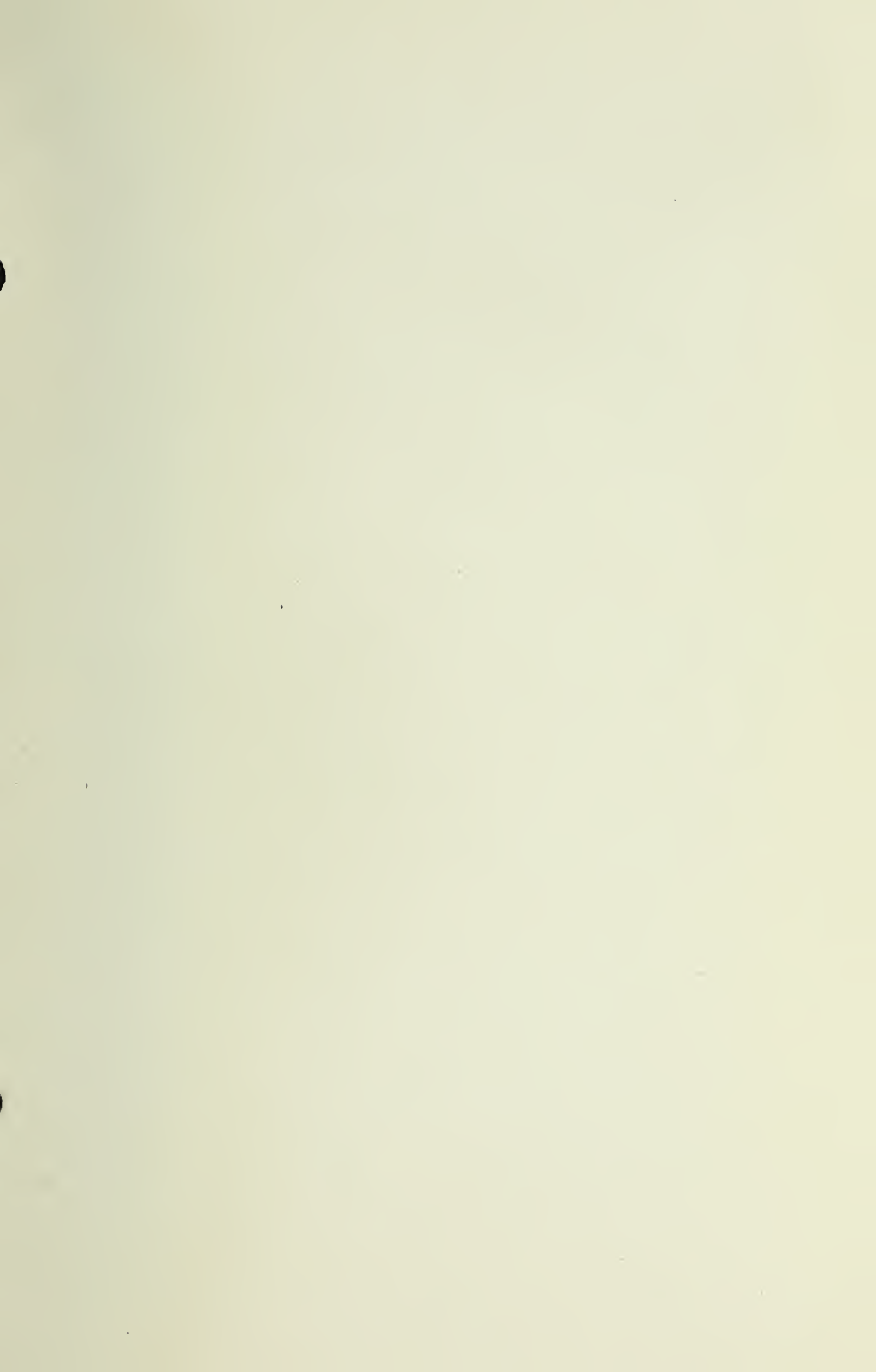
2. Amendment.

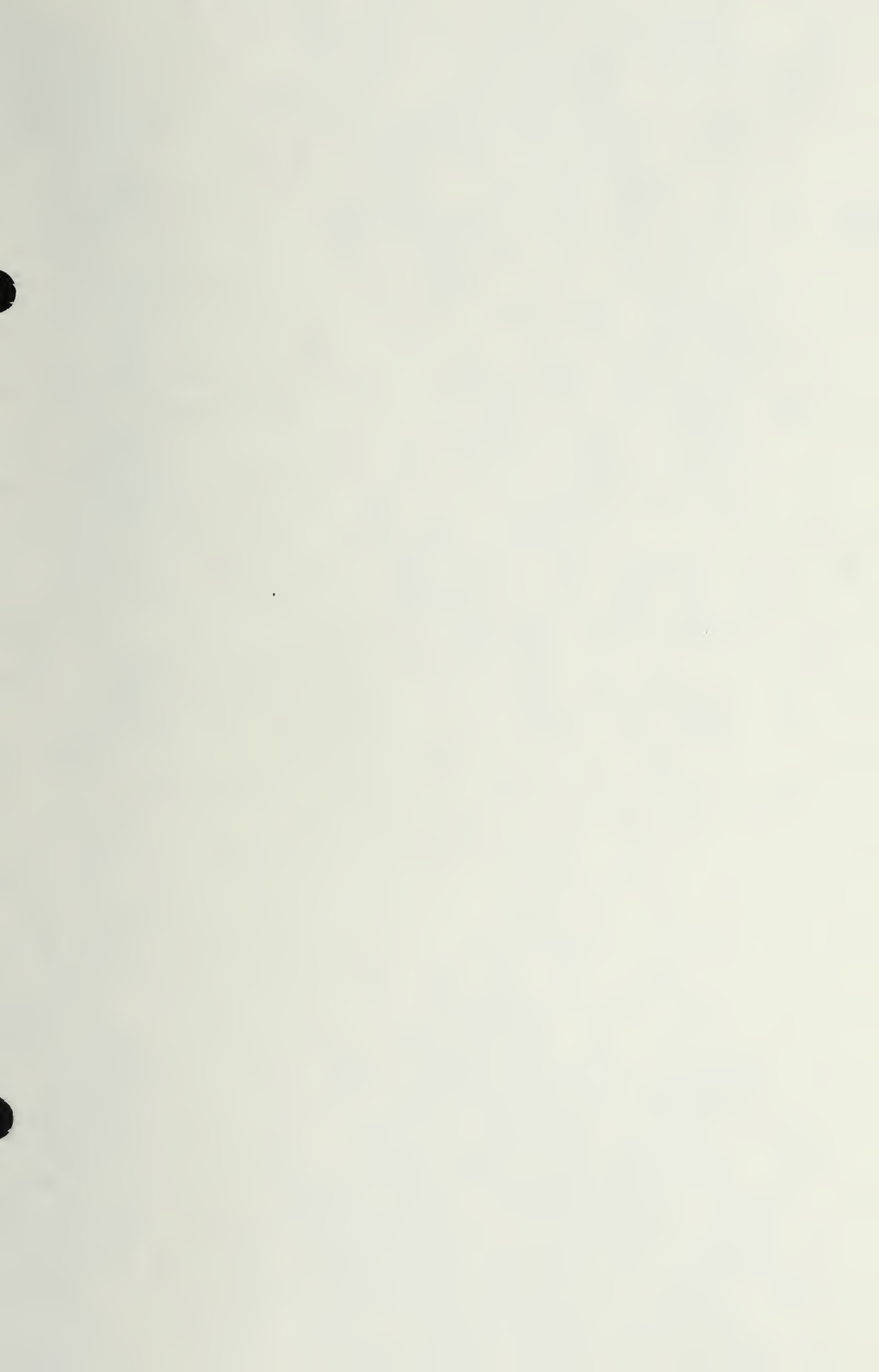
SECTION 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly, that section seven from the word "Provided" in the fifth line from the top of said section, be as follows: "Provided said board shall not for any one year require to be raised more than one per centum for the benefit of said schools on the assessed value of the real and personal property of said city for such year unless authorized by a majority of the votes cast at an election ordered by said board for such purpose, notice of such election, and the time and place, having been given in accordance with the city ordinance for elections in force at that time; nor shall said board, or said city council, make any loan exceeding one thousand dollars, nor for a time longer than six months, for school purposes, unless authorized by a vote as aforesaid."

§ 2. At the end of section ten add the following words: "Anything in the charter of the city of Galesburg to the contrary notwithstanding."

§ 3. At the end of section twenty-three, add the following words: "And amendment thereto."

Approved Feb. 14th, 1865.







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